

UNIVERSITY  
OF MICHIGAN

APR 9 1952

VOLUME XVI

PERIODICAL  
READING ROOM

APRIL, 1952

NUMBER 4

# SOCIAL EDUCATION

OFFICIAL JOURNAL, NATIONAL COUNCIL FOR THE SOCIAL STUDIES

Editor's Page: Beyond the Line of Duty .....Lewh Paul Todd 147

## ARTICLES

Local Biography Provides Historical Continuity .....Ralph A. Brown 150

A Middle East Command .....Henry C. Atyes 153

What's Wrong with American History? .....Richard E. Gross 157

The Opaque Projector .....Irwin A. Eckhauser 162

World-Minded Heroes .....Leonard S. Kenworthy 163

Sociodrama in the Classroom .....Merton J. Sobel 166

Notes from a Supervisor .....Saul Israel 170

Letters to the Editor ..... 169

## REGULAR DEPARTMENTS

Notes and News ..... 171

Pamphlets and Government Publications .....Ralph A. Brown 176

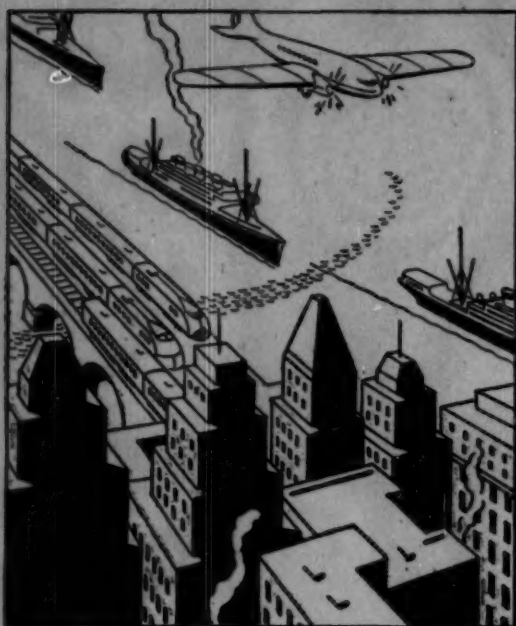
Sight and Sound in Social Studies .....William H. Hartley 179

Book Reviews ..... 184

Publications Received ..... 192

SOCIAL EDUCATION is indexed in EDUCATION INDEX

PUBLISHED BY THE NATIONAL COUNCIL FOR THE SOCIAL STUDIES  
COLLABORATION WITH THE AMERICAN HISTORICAL ASSOCIATION



Build good citizens with  
the new Tiegs-Adams-Smith:

# YOUR LIFE AS A CITIZEN

This vital and inspiring new book prepares the pupil for adult citizenship in two ways—it discusses the development and functions of American government, industry, and our ideals, and it suggests ways in which pupils can participate *now* in the fundamental activities of good citizenship.

Organized in 5 large units, *Your Life as a Citizen* opens with the pupil in his immediate environment (home, school, and community), expands to Americans at work throughout the nation and thence to the role of the United States in world problems. Included are valuable sections on mental hygiene and vocational guidance.

Real stories of young people throughout the United States and the ways in which they have contributed to their communities dramatize the study of citizenship and provide direct suggestions for pupil activities. Unusually readable, full of attractive illustrations. Written by Harriet Fullen Smith, formerly Dean of Women, Compton Jr. College, and Instructor in Orientation, University of Southern California with Ernest W. Tiegs, Editor-in-Chief, California Test Bureau, Los Angeles, and Fay Adams, Professor of Education, University of Southern California. Write for more information.

## GINN AND COMPANY

Sales Offices:  
DALLAS 1

NEW YORK 11  
COLUMBUS 16

CHICAGO 16  
SAN FRANCISCO 3

Home Office:  
BOSTON

ATLANTA 3  
TORONTO 5

SOC

E

L

tion,  
nessee  
Johns  
teen s  
in 19  
histor  
racy  
cerpte  
Visual  
the So  
Film

Equ  
the p  
plays,  
in the  
best e  
others  
Decla  
ing te  
were a  
ducers  
listing  
date.

T  
an  
made  
operat  
educat  
ward b  
ing the

We  
before  
studies  
availab  
Nation  
a poin  
membe  
the Co  
us ansv  
publica  
activiti

## Editor's Page

### BEYOND THE LINE OF DUTY

**L**AST year more than a quarter of a million high school students saw and discussed the classroom film, *Johnson and Reconstruction*, adapted from the feature photoplay *Tennessee Johnson*, an MGM production. And *Johnson and Reconstruction* is only one of sixteen similar adaptations! The figures reveal that in 1951 several million youngsters in American history, world history, and problems of democracy classes viewed these sixteen films, all excerpted from full-length features by The Audio-Visual Committee of the National Council for the Social Studies in cooperation with Teaching Film Custodians, Inc.

Equally gratifying to those who worked with the program is the fact that one of the photoplays, *Due Process of Law Denied*, placed first in the annual *Scholastic Magazine* awards for the best educational films produced in 1951. Two others, *Justice Under Law* and *Jefferson Davis Declares Secession*, were rated among the leading ten. The photoplays from which these films were adapted, together with the Hollywood producers, appear on the next page in the table listing all of the films released as of the present date.

**T**HE story we are going to tell is the story of an unusual educational venture, a venture made possible only by the whole-hearted cooperation of the film industry and a group of educators, all acting without any thought of reward beyond the knowledge that they were serving the cause of education.

We shall come to this story in a moment. But before we do we should like to remind social studies teachers that these films would not be available for classroom use if it were not for the National Council for the Social Studies. This is a point to bear in mind when some prospective member raises the questions, "Why should I join the Council? What does it do for me?" Most of us answer these questions by reference to the publication program. Impressive though these activities are, they represent only a small part

of the contribution the Council is making to the advancement of the social studies and the larger program of education.

We could easily fill this journal with a record of the work members of the Council are doing, day in and day out, to make teaching more pleasant, more profitable, and more effective. What is more, they are doing this without any financial return. A case in point—and with this case we return to our story—is the contribution of Chairman William H. Hartley's Audio-Visual Committee.

### HOW IT STARTED AND WHY

**I**T STARTED in Boston back in 1946 when the Council's Board of Directors gave the committee a green light to move into a project Hartley had had on his mind for a long time. What he wanted to do was to make some of the best of the Hollywood pictures available for classroom use by excerpting them for 30-minute showings. With Council approval behind him, Hartley immediately appointed a special subcommittee consisting of Kenneth Fulkerson, John Reed, Frederick Stutz, Richard E. Thursfield and Lewis Paul Todd. Later additions to the committee were Henry C. Borger, Manson Van B. Jennings, and William G. Tyrrell. Chairman Hartley then went directly to the film industry with his proposition.

At this point we raise the question that Hartley had to answer for representatives of the film industry and that no doubt many readers have in mind: "Why excerpt feature films?" The answer is that feature pictures average 90 minutes running time, while the average class period is only 40 minutes. For auditorium use, where time is no problem, feature-length films can be shown to advantage for purposes of entertainment and instruction, but they are of no value to the classroom teacher. Audio-visual materials for the classroom are important teaching aids only to the extent that they vitalize and illuminate the subject being studied by the students at that particular time. Condensed versions of the longer productions not only meet the rigid time require-



ments, but they also have the advantage of excluding a considerable amount of dialogue and action that is irrelevant to the topic before the class. In what is perhaps an irreverent side remark, we might add that some of the spiciest parts of the pictures dropped to the cutting floor, much to the dismay of the committee, which discovered all too quickly that education is at times the sternest and most virtuous of taskmasters.

We move now to the film industry, without which, of course, there would be no story. Hartley's committee met with Roger Albright, Director of Educational Services of the Motion Picture Association of America. This meeting was the beginning of a long and mutually pleasant relationship, and, as the record shows, a mutually beneficial program of work. The key to the entire program, so far as the motion picture industry is concerned, is Teaching Film Custodians, Inc., headed by Carl E. Milliken, Managing Trustee, with John E. Braslin in charge of film materials and directly responsible for the actual editing of the pictures.

Teaching Film Custodians is a non-profit affiliate of the Motion Picture Association (if you are interested in organizational charts). It was established to distribute selected short subjects and excerpts from feature photoplays produced by the member companies as an educational service. The member companies, to whom we are indebted for the classroom versions of feature pictures now in use, include Columbia Pictures Corporation; Educational Pictures Corporation; Lowe's, Inc. (Metro-Goldwyn-Mayer); Paramount Pictures Corporation; RKO Radio Pictures, Inc.; 20th Century-Fox Film Corporation; Universal Pictures Company, Inc.; and Warner Brothers Pictures, Inc.

For evidence of the respect in which Teaching Film Custodians is held by educators, we turn to the list of trustees. It is, you will agree, a distinguished company: Mark A. May, Director of the Institute of Human Relations of Yale University; Arthur S. Adams, President of the American Council on Education; Frederick H. Bair, Department of Education of the State of New York; Karl T. Compton, President Emeritus of Massachusetts Institute of Technology; Stephen M. Corey, Professor of Education at Teachers College, Columbia University; Royal B. Farnum, Executive Vice-President of the Rhode Island School of Design; Willard E. Givens, Executive Secretary of the National Education Association; William Jansen, Superintendent of Schools of New York City; Jay B. Nash, Professor of Edu-

cation at New York University; Roy E. Simpson, Superintendent of Public Instruction of the State of California; and A. L. Threlkeld, former superintendent of schools of Montclair, New Jersey, and now a consultant with the Citizenship Education Project of Teachers College, Columbia University. And if one goes back to the founding of Teaching Film Custodians in 1938, he discovers that the Board of Trustees has included several other leading educators, now deceased: James Rowland Angell, then President Emeritus of Yale University; Edmund E. Day, then President of Cornell University; and Francis T. Spaulding, then Commissioner of Education of the State of New York.

#### THE WAY IT IS HANDLED

ONCE the organizational machinery had been set up, Hartley's committee and Teaching Film Custodians had to make a number of pressing decisions. One of the first was to develop the program in curriculum areas for which there were inadequate film resources and to select motion picture materials that would not duplicate or jeopardize the productions of commercial educational film producers. In brief, the project is designed to supplement the resources of the educational film producers and in no way to compete with them. Take by way of illustration the photoplay, *The Crusades*. It would be virtually impossible for any but a Hollywood producer to make a film on this subject in which costumes and settings were meticulously duplicated. But when that particular film had completed its theatrical bookings and was made available to the committee for classroom excerpting, world history classes had a chance to glimpse some of the color and action of one of the greatest dramatic episodes in human history.

Since 1947, the Audio-Visual Committee has met regularly on one weekend each month with John Braslin of Teaching Film Custodians. At these meetings the members of the committee analyze curriculum needs and try to find films that will help to plug the gap, view feature photoplays with the thought of editing them for classroom use, and put finishing touches on films already in process. This sounds interesting, and it is interesting, but the reader who begins to have big ideas should know that it is no way to earn a living. Teaching Film Custodians pays travel expenses, that is all. The two days a month that the members of the committee have given to this work over a period of five years is a contribution to the social studies program. And for the read-



E. Simpson who at this point feel that we press our moral in too blunt terms, let us say that we are trying to broaden the perspective of those teachers who measure the value of the National Council for the Social Studies in terms of how useful this or that activity or publication is for tomorrow's lesson.

Classroom versions of the films we are discussing have been shown, and are being shown, in every part of the United States. Each print bears a credit title to the effect that this film is a product of the cooperative work of Teaching Film Custodians and the Audio-Visual Committee of the National Council for the Social Studies. It also contains a note stating that the film is available through the courtesy of the motion picture producer responsible for the original photoplay.

What does Teaching Film Custodians do with the licensing fees? As we noted earlier, this is a non-profit venture. The fees pay for cost of editing and distribution. All surpluses are placed in a revolving fund which is used for audio-visual educational development and research. For example, TFC contributed funds and films to the University of Florida in a research project designed to develop improved methods of teacher

training, and to research projects conducted by the State Departments of Education of New York, Washington, and Connecticut. It is also working with teachers representing the fields of English, music, science, health, physical education, citizenship, and home economics.

IN THE story we have been telling a number of organizations pooled ideas and efforts in the interest of a better educational program for America's youth. Thanks to Chairman Hartley of the National Council, who initiated the project, and to the motion picture producers who make the films available, we have in operation one of the most significant developments in recent educational history. We have here a new and creative pattern for cooperation between industry and education. It is to be hoped that this project, now in its fifth year, may stimulate other industries to work more closely with educators. From projects of this nature, industry, has much to gain. So, too, do teachers who need every classroom aid they can get. But those who profit most are the millions of boys and girls in the classrooms of America.

## Currently Available Social Studies Films

The social studies films listed below, as well as the films recently produced for use in English, science, music, health, citizenship, and home economics, may be obtained from film libraries maintained by State Departments of Education, State Universities, and large city school systems. Teaching Film Custodians licenses prints to these and other educational agencies for a fee of \$40.00 per reel for a ten-year period. The regional libraries charge a rental fee of approximately \$2.00 a reel per day plus mailing charges. For further information, write to Teaching Film Custodians, Inc., 25 West 43rd Street, New York 18, New York.

### AMERICAN HISTORY

*Communications Westward.* Adapted from *Wells Fargo*, a Paramount production.  
*Driven Westward.* Adapted from *Brigham Young*, a 20th Century Fox production.  
*Drums Along the Mohawk.* Adapted from the 20th Century-Fox picture of the same title.  
*Jefferson Davis Declares Secession.* Adapted from *Tennessee Johnson*, an MGM production.  
*Johnson and Reconstruction.* Adapted from *Tennessee Johnson*, an MGM production.

*Winning Our Independence.* Adapted from *The Howards of Virginia*, a Columbia picture.

### PROBLEMS OF DEMOCRACY

*Due Process of Law Denied.* Adapted from the *Ox-Bow Incident*, a 20th Century-Fox film.  
*Beginning or the End.* Adapted from an MGM photoplay of the same title.  
*Justice Under Law.* Adapted from *Boomerang*, a 20th Century-Fox production.  
 • *Bargaining Collectively.* Adapted from *An American Romance*, an MGM picture.  
 • *Community on Trial.* Adapted from *Intruder in the Dust*, an MGM photoplay.  
 • *Story of An Immigrant.* Adapted from *An American Romance*, an MGM photoplay.

### WORLD HISTORY

*The Crusades.* Adapted from the Paramount picture of the same title.  
*House of Rothschild.* Adapted from the 20th Century-Fox photoplay of the same title.  
*Marc Antony of Rome.* Adapted from *Cleopatra*, a Paramount production.  
 • *Rise of a Dictator.* Adapted from *The Hitler Gang*, a Paramount production.

• These films will be released in the spring of 1952.

# Local Biography Provides Historical Continuity

Ralph A. Brown

IT WAS an unusually warm day in early November, and six people in sweaters or coats sat on the steps of the Cornish Center schoolhouse—Miss Munsey and the five eighth-graders. The teacher had taken them outside, because she wished to plan a group assignment without distracting the attention of the other three grades that were housed in the one-room schoolhouse. She smiled as she remembered how often an exercise for one grade had become a group activity in which all eighteen of her pupils had joined. So this time she had given the others arithmetic problems, or maps to draw, or reading to be done.

"Children," she began, "I'm worried."

The five looked at her in consternation. Worry was something that seldom troubled the smooth routine of their school life. What, they all wondered, could have happened to worry their teacher. It must have been something awfully serious, they were thinking.

"Last night," Miss Munsey continued, "after Grange meeting, two men were talking. I won't tell you their names, for I don't want you to know who they were. One man told the other, 'I haven't been to church for a year, and I don't intend to go any more as long as they have a Congregational minister preaching in my church.' You know I haven't been in Cornish very long and I don't understand. But it worries me that someone would stay away from church just because he didn't like the denomination of the minister. Can you tell me what it is all about?"

Five hands shot into the air and Miss Munsey had a moment of pleasure as she realized that her plans to approach the new unit of work through

a problem that interested them all had been successful. "Very well, Jane, you tell me."

"Well, Miss Munsey, it's this way. When I was a little girl there were two churches in town. The Congregational—that's the one my folks belong to, here at the Center. Then there was the Baptist Church at the Flat. About five years ago Mr. Reynolds—the nice old white-haired man you've seen at the Flat—retired as Baptist minister. Then the two churches got together and decided they would both hire Mr. Scruton, the young Congregational minister. They would have services at our church in the summer 'cause it's hard to heat. Then in the winter they would all go to the Flat. The Baptist Church, you see, has a furnace. But, Miss Munsey, there were a few people in both churches who didn't like to go to the Flat in the winter. And there were some of the Baptists who said they wanted a preacher of their own church."

Jane stopped, out of breath, as a few additions to her story came from the others.

"There's three churches in town, Jane. There's the 'piscopal church down on the river."

"Yes, but that is closed."

"No, it isn't, they open it every summer. Mr. Bugbee and Mr. Davis arrange for a minister, I heard my mother say so. She said she didn't know what would become of that church if it weren't for Will Bugbee and Fred Davis."

"And some people in town go to Windsor to church."

"We're Catholics, and we go to Claremont every Sunday."

"Wait a minute, children," Miss Munsey interrupted. "Are we all agreed that Jane has told the story approximately right?"

"Yes," said Sarah, "approximately." And the others nodded in agreement.

"Then, I'm very glad that I asked you about this. You've helped me a lot. You see, what that man was saying after the Grange meeting, and what Jane and all of you have just told me, fits right in with the assignment that I was going to give you in history. That's why I came out here

---

In this, the fourth in a series of articles dealing with local biography, the author discusses its value as a means of developing a sense of historical continuity. Dr. Brown is a professor of history and chairman of the social studies department at the State Teachers College in Cortland, New York.

---

with you—so we could plan how we would do it together and not disturb the smaller children." She noted with amusement the looks of satisfaction that followed her reference to the smaller children.

### THE OLD DAYS

I WAS reading in the Town History last night that more than a hundred and fifty years ago—how long was that, Edwin?"

Edwin thought a moment. "Almost as far back as the Revolutionary War, Miss Munsey, 'cause when we were talking about old General Chase leading the Cornish men to Saratoga, my father told me that would have been one hundred and seventy-one years ago."

"Very good thinking, Edwin. All right, then, just a few years after the Cornishmen returned from Saratoga, according to the Town History, they made an effort to combine all of the churches in town. They got up a petition, and they had a meeting. But they never succeeded in combining the churches, and I wondered why."

"Doesn't the Town History tell?"

"No, Jane, that's the disappointing part. So I began to wonder why they failed, and what that showed about the early settlers of Cornish, and whether or not people have changed."

"Gee, Miss Munsey, it's just like what happened that Jane told about. Only this time it succeeded."

"That's right. Now what I'd like to have you find out is WHY it succeeded in 1944 and failed a century and a half before. What are the things we should do? How should we plan our work?"

For a moment there was concentrated silence on the schoolhouse steps. Then Sarah suggested, "We should all read the Town History and find out what you read there."

Edwin thought they should send someone to talk with Mr. Reynolds, the retired Baptist minister, and with Mr. Scruton, the present minister of both churches.

"And there are old Congregational church records over at Jesse Deming's house. Perhaps we could look at them."

"We need a chairman."

"We need to plan what each one will do."

"We need to find out what people who go to each church think about the two churches being together."

"I think, Miss Munsey, that you should tell us the name of the man who doesn't like the churches being together, so we could be sure to see him."

NO EXPERIENCED teacher would expect a group of eighth graders, with only a few trials at planning a group activity, to produce a complete plan of action at their first meeting. Miss Munsey was well pleased with their thinking and with their willingness to go ahead and plan without being told. She worked with them for a couple of days, helped them plan their interviews and decide just what they would try to find out. She took two of them to the Davis home and two others to the Demings' to look over old church records. She talked with Mrs. Dean, the librarian, and with the two ministers.

Most of the work was done after school and on weekends, and other assignments had to be considered during school hours. Gradually the young people began to agree upon reasons. They came to understand the ties of sentiment that bind people to a particular church or other organization. They appreciated the fact that a hundred and fifty years ago there had been serious differences in belief between Baptists and Congregationalists that no longer existed. They felt that they could understand, even if they didn't agree with, the man who had said that he would never go to hear a Congregationalist minister. They had also learned much about finances. They understood that two small churches could afford to pay one minister more than two; that more salary usually meant a better minister. They had talked about Sunday Schools, and about how much a church could do for a town. (One man had frankly told them that he always contributed to a church, even though he never went. When Jane asked him why, he had replied that the existence of a church in town made his property more valuable if he wanted to sell it.)

There had also been interruptions leading to incidental learning of just as great value. One morning, for instance, the only Catholic boy in school had come in very much disturbed. "Miss Munsey," he had said before school started, "Do you know what those people did?"

"What people, James?"

"Those early people in Cornish. They dismissed Captain Bela Chase and his whole family, just because they became Catholics."

At recess-time, the teacher and James had a quiet talk. She learned that he had been reading the Town History, and that the "dismissal" to which he referred had been from the Episcopal Church, to which Bela Chase had formerly belonged. She explained that a person could not belong to two churches at one time. Then, sensing the insecurity that is so often associated with



minority existence, she went on to say that she expected that a man who became a Catholic in the early days of Cornish might have had a pretty unpleasant time. "Perhaps," she concluded, "you and I should find out a little more about Captain Bela Chase."

As a result of what Miss Munsey and James found out, all eighteen of the pupils, Miss Munsey and an obliging bus driver went to the house, about a quarter of a mile south of old Trinity Church, on the west side of the road, where Captain Bela Chase once lived. It was the original house, built not long after the Revolutionary War, and the pupils found much to interest them in its appearance and construction. They felt closer to the town's pioneer days as they ran their hands along the old timbers and imagined the changes that the building had witnessed. James sidled up to Miss Munsey, and in a voice too low to be heard by the others, mentioned, "Gee, if this old house could only talk!"

Then Miss Munsey called them all to her and told them this story:

**C**APTAIN BELA CHASE who lived in this house over a century ago became a Catholic. At that time there were no other Catholics in Cornish and very few in all of northern New England. The other people in Cornish, and especially the other members of the Episcopal Church where this man and his family had formerly worshipped, were shocked and angry. It is easy to imagine that Captain Chase and his wife and their children underwent a lot of unpleasant criticism. But they remained faithful to their new religion; Captain Chase's sister even became a nun and went far away from her family and friends. That was a long time ago, and the people who live in Cornish today and who are members of the Catholic Church, are not criticized or punished for their religious faith. It took us a long time to reach the point where all men could worship God as they please, and Captain Bela Chase was one of the many who helped us to this tolerance and understanding that we have today."

"Gee, Miss Munsey, it's just like the Baptists who don't like the Congregational minister, isn't it?"

"Only, Miss Munsey," replied James, a little soberly, "we have gained a little, haven't we? There aren't many Baptists who complain about a Congregational minister, and there aren't many Congregationalists who complain about attending the Baptist Church in the winter. And, Miss

Munsey, no one in Cornish has even been mean to me because I'm a Catholic."

"And Miss Munsey," asked Sarah, "do you suppose that in another hundred years people in Cornish will be talking about us this way, and thinking it queer that even a few Baptists and Congregationalists couldn't get along?"

#### CONSCIOUSNESS OF HISTORICAL CONTINUITY COMES FROM THE USE OF LOCAL BIOGRAPHICAL MATERIALS

**M**ORE than thirty years ago Claude Larzelere indicated a belief that through the study of local historical materials the student can gain a genuine understanding of the development of institutions and of the relations between past and present<sup>1</sup>—the idea of historical development that has been emphasized by Johnson as the second unique value of the study of history. Mary Harden maintained that such study can be made a means of developing an awareness of social change and social needs.<sup>2</sup>

These two people have hit on one of the significant values to be realized from the use of local biographical materials—an understanding of the present through contact with the past, a sense of historical continuity. It is not important that the average person learn about the past for the sake of the past alone, for the sake of mere learning. It is important that people come to understand their own world more fully, and their role in the betterment of that world. Many of us believe that a person cannot understand the present if he has no realization of the past. Thus anything that enables him to erect bridges between present and past becomes an extremely valuable medium for building a more genuine learning process and thus eventually a better society.

The children in Miss Munsey's eighth-grade class came to understand present tensions, forces, and changes in their home town by means of contrast with the past. The Reverend Norman Scruton and the Reverend Walter Reynolds thus joined with Captain Bela Chase and early ministers of the town to make that learning more genuine. No textbook could have made clear to those youngsters the changing patterns of religious interests or the growing understanding between those of different faiths. The contrast between their own classmate, who happened to be

(Concluded on page 156)

<sup>1</sup>"The Study of State History," *The History Teachers Magazine* VI: 199.

<sup>2</sup>"The Community as a Laboratory for Elementary School Social Science," *Social Education*, I: 266.

# A Middle East Command

Henry C. Atyeo

THE Eastern Mediterranean has long been considered the bastion for the control of three continents—Europe, Asia, and Africa. In every great struggle from the Crimean War to the present the area has played a vital role, a part so important that the security of Europe is little more than the security and stability of the Middle East. Events of the last five years in Greece, Turkey, Israel, Iran, and Egypt have not only caught the attention of the Western world but have also challenged the great powers to plan well their strategy in dealing with Middle East problems. Revolts against foreign control, an expression of rising nationalism, mark the changing pattern of political power in each country until, at the present time, the destiny of the West is inextricably tied up with the future of the Middle East.

## NEED FOR A UNIFIED COMMAND

SO IMPORTANT has the Middle East become that the plans for the formation of the North Atlantic Treaty Organization could not ignore the need for a Middle East Command. In the interim before the Western powers could organize the Middle East defense pact, NATO extended an invitation to Greece and Turkey to join with the West in mutual defense of the Mediterranean. The invitation, of course, had to be accepted by the governments of each NATO member before the Greek and Turkish representatives could take their seats. As soon as the United States Congress convened in January the Senate Foreign Relations Committee and the Senate voted unanimously in favor of admitting Greece and Turkey. General Bradley, in testifying before the Committee, stated that Greece and Turkey would be "powerful deterrents" to Russian aggression. Secretary Acheson affirmed that "Tur-

key flanks the land route from Russia to the rich oil fields of the Middle East." The Senate quickly gave approval to the Committee's recommendation. The other NATO countries gave approval as soon as their governments arranged for acceptance by the appropriate committees or legislature. The desire to invite Greece and Turkey is, to many people, little more than the recognition of the need for a stronger alliance which would include all the Middle East countries.

A meeting of the Foreign Ministers of the North Atlantic Treaty powers in Ottawa in September, 1951, resulted in a suggested plan for the defense of the Middle East. The paramount problem was whether to include the Middle East in the Atlantic Command under General Eisenhower or to create a separate Supreme Middle East Command directly responsible to the North Atlantic Treaty Organization. On October 9, the three chiefs of NATO, Sir William Slim, Chief of the British Imperial General Staff, and General Charles Francois Leclerc, Chairman of the French Joint Chiefs of Staff, met with General Eisenhower to exchange views on the type of organization needed. They decided to hold "exploratory discussions" with Greek and Turkish military leaders in Athens and Ankara before a recommendation was made to the NATO Military Committee for final decision.

## INVITATION TO EGYPT

WITHIN a week, October 13, the governments of the United States, the United Kingdom, France, and Turkey presented an invitation to Egypt to join them in a Middle East defense command. The invitation was probably "rushed" because of the increased demonstrations in Cairo and the demands for abrogation of the Anglo-Egyptian Treaty of 1936. While the belligerent, irresponsible mobs of students were milling about the streets of Cairo, the four ambassadors from the West and Turkey presented jointly to Foreign Minister Mohammed Salan el Din Pasha the text of the five-power proposal. The invitation stated that "Egypt belongs to the free world and in consequence her defense and that of the Middle East in general is equally vital to other democratic nations . . . Egypt is invited to par-

This is the fourth and concluding article dealing with the trouble spots of the Mediterranean and the Middle East. The author of this series of four articles is an assistant professor of history in the School of Commerce, Accounts, and Finance of New York University.

ticipate as a founder member of the Middle East Command on a basis of equality and partnership with other founder members."

Almost as soon as the invitation was received it was peremptorily rejected by the Egyptian Council of Ministers. The Council informed the Parliament, October 15, of its rejection and soon El Din Pasha announced to the jubilant, restless crowd outside in Parliament Square, "You are certainly entitled to be informed of the Government's decision . . . to reject the proposals and to carry on the measures announced by the Premier."

The refusal of Egypt to join the Middle East Command was not entirely unexpected for the Egyptian government had announced that it would not accept compromise or proposal which would keep British troops on her soil. Yet peace did not come with Egyptian defiance to Western suggestions. Demonstrations, riots, skirmishes with British troops continued with growing intensity and bloodshed until January 26 when, after a day of mob orgy in which some 20 persons were killed and 80 others wounded, the Wafdist cabinet of Pasha Nehas was dismissed by King Farouk. Aly Maher Pasha, 68, twice premier, former Nazi sympathizer, was asked by the King to form a new cabinet. One of the Premier's first acts was to receive the ambassadors of Britain, France, Turkey, and the United States. Although no commitments were made at the time, Maher Pasha stated that he would be ready "to consider any understanding Mr. Eden might propose."

**I**N SPITE of Egypt's original refusal in October to join, plans were made to go ahead with the formation of the Middle East Command. The power of the Command will be vested in a Supreme Allied Commander, Middle East, whose chief task will be that of assisting in training armed forces and in providing for arms and equipment. The present forces which may be incorporated into the Command include the British Suez Canal defense troops, units of the Turkish Army, the United States Sixth Fleet and the British Mediterranean Fleet.

The Middle East Command will be regional in nature, interested primarily in cooperative defense of the whole area against outside attack. It "will not interfere in problems and disputes arising within the area" and will act only "with the agreement of the states or state concerned and in full accord with their national independence and sovereignty."

#### ISRAEL AND THE ARAB LEAGUE COUNTRIES

**T**HE cooperation and assistance of Israel and the Arab States are essential to the success of the Command. Within two weeks after the Four Powers invited Egypt to join, their ambassadors invited Israeli officials to submit their ideas on the proposed plan. At first, there was a great deal of hesitation and caution, chiefly because Israel was not sure of the resources which would be required by the new commitment, but in addition because she wanted to know the position and power which the Arab states would hold. After studying the proposals for a month, Israeli officials indicated that they would be ready to cooperate and would probably join if the invitation were given without fanfare. The officials also indicated that Israel had a potential army of 200,000—many of whom were combat and underground veterans—which might be made available, and that bases might be secured for defensive operations. In commenting upon the need for cooperation with the West, particularly upon the need of a loan under the United States' foreign aid program, Foreign Minister Moshe Sharet told the Knesset (Parliament) that "our vital interests demand that, above all, our relations must be close with those countries whose Jewish communities support us in our historic mission and whose governments give practical assistance to enable us to stand up to present and future trials."

The seven-nation Arab League, consisting of Egypt, Iraq, Syria, Lebanon, Jordan, Saudi-Arabia, and Yemen, has been slow in offering any suggestion or expressing approval of the proposed Command. When Egypt said "no" to the invitation to join, it was felt that the Arab League, under strong Egyptian influence, might decline also. Recently, the members of the League are more favorably inclined toward the Command. The change in attitude seems to have the approval of the Egyptian government, or at least of *Al Balagh*, the leading Wafdist newspaper, which stated: "Acceptance by Egypt of the Four Power proposals would have given legitimate character to the standing occupation of her territories. This is not the case with other Arab countries, whose views are merely sought on the Middle East defense proposals." In the absence of any official statement from the League or from the Arab Nations' delegations to the United Nations, the matter seems to be left to the individual nations.

Iraq, often-times rival of Egypt in the Arab League, may take advantage of her position to



urge other Arab countries to join with her in promoting the formation of the Middle East Command. Iraq's interest in the Command would offer better opportunities for negotiations over her oil agreements with Britain—a chance which she does not want to miss. Officials in Syria favor the Command but the instability of the present dictatorship makes any active participation uncertain. Jordan will doubtlessly follow Iraq's leadership for she also has a similar treaty with Britain. The other Arab states—Lebanon, Saudi Arabia and Yemen—are expected to give at least token recognition to the Command.

#### INTEREST OF OTHER COUNTRIES

OTHER countries may be invited to participate on a limited scale but probably not as full-fledged members. Greece, more European than Middle Eastern in interests, will probably remain a member of NATO rather than become affiliated with the Middle East Command. Greece is expected to be under Admiral Carney's Mediterranean Command and thus will cooperate with Turkey and other member countries to the extent that the regional Middle East Command is tied to the North Atlantic Treaty Organization.

As soon as some compromise agreement is reached between England and Iran over the oil controversy, Iran may be invited to join the Command. So far no invitation has been extended to the Iranian government and it is not probable that one will be given until greater political stability is found in the country, together with the assumption of greater responsibility for the nationalization of British oil investments. In time, the North African countries and possessions—Libya, Tunisia, Morocco—may have a part in the defense of the Mediterranean.

The Dominion governments of Australia, New Zealand and South Africa were consulted during the preliminary planning for the Command. They gave their approval of the plan and may even contribute troops to it; they will, however, probably not become active members in it.

The countries ultimately included, and the responsibility of each, will be left to the Command when it becomes a reality, for, as the Four Powers affirmed in their original statement, "Sponsoring states of the MEC do not regard the initial form in which the MEC will be organized as unchangeable; they believe that the MEC through mutual understanding, should evolve in a manner which will enable it most effectively to provide for the defense of the Middle East area as a whole."

#### ATTITUDE OF SOVIET RUSSIA

THE Soviet government has vehemently objected to participation of Greece and Turkey in the North Atlantic Treaty Organization and to the formation of the Middle East Command. On November 3, Deputy Soviet Foreign Minister Andrei A. Gromyko handed a note to the Turkish Ambassador at Moscow which stated, in part, that the Soviet government was concerned over Turkey's intention "to join the aggressive Atlantic bloc and . . . (to aid in) the work, carried through under the guidance and with the assistance of United States specialists, for the construction of air and naval bases on Turkish territory." Turkey's reply stated that her only interest in an alliance was purely defensive. Reference was made also to earlier Russian demands for concessions in the Dardanelles and in some Turkish provinces on the Russian border. Turkey insisted that a Soviet "examination of its own behavior should disclose a reason for Turkey's new alliance."

A second Russian note, December 1, referred to Turkey's reply with its "slandorous references to an invented threat on the part of the U.S.S.R." and further warned against Turkish participation in NATO. Turkey's aggression was again mentioned and the statement was made that Turkey's action "will undoubtedly cause serious harm to relations between Turkey and the Soviet Union." In addition to Soviet pressure on Turkey, the Bulgarian government announced that it was repudiating its agreement to repatriate its Turkish minority to Turkey until the Turkish government "presented convincing proof" that the repatriated Turks would not be "misused for hostile political maneuvers."

In addition to warnings to Turkey and Greece, if they persist in joining the "aggressive Atlantic bloc," the Soviets sent notes to the Four Powers, to Israel, and to seven Arab states regarding the formation of the Middle Atlantic Command. "The Soviet government," stated the note, "cannot ignore these new aggressive designs which are embodied in the establishment of a MEC." Russia further warned the Arab states that participation in any Western scheme would result in subjugation of the armed forces of each nation and foreign use of military bases, communications facilities, ports and installations. The Soviets declared the MEC was "an effort to draw nations . . . into military enterprises" and to provide "a springboard for the armed forces of the Atlantic bloc." The attitude of the countries has been reflected in the statement of U. S. Press Officer

Lincoln White who stated that Soviet charges "are nonsense" and that the MEC "is strictly defensive in intention and will be fully in accordance with the United Nations Charter."

**C**OOPERATION and mutual respect are the two qualities which can bring the Middle East Command into full power. The Middle East countries must have the assistance of the West and the West must be assured of the sincerity and effort of each Middle East country.

Prime Minister Churchill, when speaking before a joint session of the United States Congress on January 18, stated Britain's position concisely when he stated: "Britain's power to influence the fortunes of the Middle East and to guard it from aggression is far less today. . . . It is no longer for us alone to bear the whole burden of maintaining the freedom of the famous waterway of the Suez Canal. That has become an international rather than a national responsibility. I welcomed the statesmanlike conception of a four-power approach to Egypt, announced by the late British government, in which Britain, the United States, France and Turkey may share with Egypt in the protection of the world interests, involved among which Egypt's own interests are paramount."

The United States, although generally recognized as a friend, has failed to take a definite position on many Middle East issues and the countries fear a vacillating policy which includes more promises than active support. Only on the issue of the Egyptian abrogation of treaties and the reinforcement of the Suez Canal area have Britain and the United States acted with "com-

plete identity of aims" and with dispatch. France, able to give only limited assistance, will follow the lead of the other great powers.

Turkey remains as the most important country, supported by Britain and the United States, to make the Middle East Command an effective organization. Now stronger and more stable than any other Middle East country, Turkey, thanks in part to United States' aid, has an army of 450,000 and is in a position to give effective leadership. The Arab suspicion of Turkey has lessened somewhat, and if Turkey, along with the West, can give continued assurance of a genuine interest for peace and security in the Middle East, there is little doubt that the Middle East Command can become the strong eastern defense arm of the NATO. This regional approach can create an over-all stability which will lessen local problems and fears and direct the growing nationalism into more useful channels than those of demonstrations and riots. Fortunately, from the beginning of the planning for the Command the Turkish government has given evidence of its interest and its willingness to accept responsibility. In a communique, issued after the Western Chiefs-of-staff had discussed the plans of the Command, the government affirmed: "The Turkish Government has already recognized in principle the advantage of the establishment of such a Command and had, of its own accord, intimated its view of this subject to the Governments concerned." With the establishment of the Command, based upon cooperation and mutual respect of the countries involved, the Middle East can look forward to greater peace and security.

## LOCAL BIOGRAPHY

(Continued from page 152)

a Catholic, and the early Cornish convert to that faith brought a realistic and intelligible understanding.

The concomitant learnings were important; they wrote better letters, read more, gained in understanding of each other as well as of their own society, expressed themselves more clearly, freely and with less prejudice, learned to work together, gained—at least some of them—more self-assurance. But all of those were overshadowed by the fact that a group of boys and girls came to understand their own world a little better, and were thus better prepared for the responsibilities

of adult participation in that world. If local biographical materials were of no other value, their ability to help explain the present in terms of the past would justify their frequent use.

As with other values previously discussed, opportunities to use local biographical materials to show contrast or similarity between present and past—to explain the present in terms of that contrast or similarity—exist in every community. All that is necessary is the presence of teachers with imagination and insight and with the conviction that such understandings are more important than acquisition of factual information.

# What's Wrong with American History?

Richard E. Gross

**A**N UPSURGE of interest in United States history came with the outbreak of World War II. Blame for involvement or for lack of preparedness was placed in part upon poor teaching of the nation's history. For the same reason, some critics felt that too few citizens knew why and for what the American people were fighting. Public concern was brought to a head by the front-page reports of *The New York Times* in 1942 and 1943 revealing the lack of factual knowledge of American history by high school graduates. Because of the continuing crisis, public interest in the controversy over the teaching of American history has remained high. New courses of study are being prescribed and more time for and greater emphasis upon our national history are being urged.

Some of the tests have been administered have shown that important segments of our population lack knowledge of those facts of United States history which a certain group of evaluators selected as being important. These results cannot stand by themselves as absolute proof of a major weakness in our teaching programs. Everyone should realize how easy it is mentally to misplace items which are not being used constantly. At the same time, most of these tests did not check the grasp of democratic values, ideals, and skills which are perhaps of greatest importance in attempting to measure the degree of social competence among a given group of citizens. This is not meant to discount the importance of knowledge of fundamental content of our history. No valid generalizations can be made, no real understanding gained, and no true sense of pride, loyalty, or faith in the democratic system developed, unless they are based upon a thorough comprehension of America's story.

Where is one to search to find the causes of

---

This analysis of current practices in the teaching of American history comes to us from an assistant professor of education in The Florida State University.

---

the failure of students to retain basic facts and concepts of American history? Courses in American history are now required in almost all of the forty-eight states and the great majority of pupils are exposed to United States history at least three times in their elementary and secondary school careers. The answer does not seem to lie in requiring more courses in United States history. The author, who has taught American history for a number of years, has felt that much of the trouble could be found in the manner and context within which the subject was being taught. Accordingly, he attempted to gain a picture of course organization and teaching techniques through a representative sampling of high schools in the state where he was teaching during the past school year. Primarily through a questionnaire but also through personal visits and observation, the following information was acquired from the United States history teachers in 100 senior and junior high schools throughout California.<sup>1</sup> A number of the findings of this study closely paralleled those reported in a study made throughout the country by the United States Office of Education in 1947.<sup>2</sup> Conditions in California high schools are probably much the same as those found in other states.

## ORGANIZATION

**T**HIS article cannot go into the full details of the entire study but will report on the types of course organization and instructional methods used and will suggest causes of dissatisfaction and reasons why the schools are not achieving all of their stated goals in this important subject matter area.<sup>3</sup> To save space, some of the findings will

---

<sup>1</sup> Richard E. Gross, "Trends in the Teaching of United States History in the Senior High Schools of California." Unpublished Doctoral Dissertation, Stanford University, School of Education, 1951.

<sup>2</sup> Howard R. Anderson, *Teaching of United States History in Public High Schools*. Federal Security Agency, United States Office of Education Bulletin 1949, No. 7. Washington, D.C.: Government Printing Office, 1949.

<sup>3</sup> A more general overview of the findings of this study



TABLE I  
TYPES OF ORGANIZATION OF AMERICAN HISTORY COURSES

	Percentage of classes using type of organization
Chronological for first semester; topical for second semester .....	42
Straight Chronological .....	21
Topical .....	16
Problems .....	11
As part of Core .....	6
Projects and Miscellaneous forms .....	4

be presented in tabular form with as little explanation as necessary.

The figures in Table I tend to agree with the nation-wide survey of the United States Office of Education made in 1947, which revealed that 25.4 percent of the schools used the chronological approach, 61.7 percent used the combined chronological and topical, while 12.8 percent used the topical organization. The same national study revealed that about 7 percent of the senior high schools in the United States approach their American history through some kind of a core or integrated approach, with almost all of these reporting one of the other three forms of content organization as setting the way in which they covered United States history. The California study revealed about the same situation for 6 percent of the 100 high schools which were surveyed. This shows a great reduction from the 23 percent of the high schools in California which reported this type of approach in a study made in 1941.<sup>4</sup> In many ways the trend in that state seems to reflect a return to rather traditional subject matter centered coverage of historical events.

In the high schools studied 79 percent reported their classes in United States history following one text closely. Textbooks remain the heart of most United States history courses.<sup>5</sup> As shown in Table I, they definitely influence course or-

ganization and determine the number and kinds of units which teachers follow in their instructional program. Although 89 percent of the teachers claimed to instruct their classes via the unit method, practices in the classroom and the large number of units many teachers covered in a year revealed a lack of understanding of the true unitary concept. The term "unit" has replaced "chapter" in many minds.

#### METHODS

IN ADDITION to textual reading assignments, what methods do teachers use to gain pupil interest and promote learning? Table II provides some answers to this question.

Why did teachers fail to answer questions when they had a choice ranging from "frequent use" to "never used?" It is possible that short definitions should have accompanied each term given in the list. The large number of teachers not checking such items as "teacher-pupil planning" and "socio-drama" may mean that the meaning of these techniques was not clear to the teachers. In any case, it is most possible that the teacher failing to check an item does not use the method. This was found to be true in questioning several who did not respond to some of the items.

Promoters of the source method may take some hope for a revival from the reported use of such documents and original writings but they must realize that very few of the teachers base their program upon them. Evidently the innovators of group dynamics must make a much greater impression than they have so far among secondary school American history teachers if this technique is to spread through the schools.

Teachers made qualifying statements about certain of their answers. Some, checking the fact that they use "lectures," explained that that meant ten-minute periods or supplemental information added by the teacher when necessary. The lecture remains in use to a greater extent, however, than some educational reformers would have it. It is interesting to note that a majority of pupils questioned in several classes where a dynamic and well-informed teacher did extensive lecturing claimed that this was one of the best and most interesting ways for them to "get" their history.

Although group discussion has become the major technique and such valuable means as teacher-pupil planning, individualized assignments, library research, group projects, and geographical exercises are used to a large extent, it

can be found in Richard E. Gross, "Trends in the Teaching of U. S. History in the Senior High Schools of California," *California Journal of Secondary Education*, May, 1951, p. 263-267.

<sup>4</sup> See the *Improvement of Instruction in the Required Course in Citizenship in California High Schools*. Report of the Sub-committee on United States History and Civics of the General Education Committee, Bulletin of the California State Department of Education, Vol. X, No. 11. Sacramento: The Department, December, 1941.

<sup>5</sup> A detailed report of the teachers' viewpoints concerning the use of textbooks in United States history classes will appear in the *Phi Delta Kappan* for January or February, 1952.

TABLE II  
TEACHING METHODS USED BY AMERICAN HISTORY TEACHERS

Technique	Percentage Using				Percentage not Answering
	Frequently	Occasionally	Rarely	Never	
Group Discussion .....	75	22	2	0	2
Supervised Study .....	64	30	4	2	0
Audio-Visual Aids .....	55	37	5	0	3
Library Research .....	44	47	7	1	1
Individual Topics or reports .....	40	50	7	0	3
Map Work .....	48	40	10	1	1
Recitations .....	64	22	6	4	4
Individualized Assignments .....	37	47	0	0	7
Notebooks .....	41	26	15	15	3
Teacher-made Guide Sheet or Syllabi .....	61	25	20	14	5
Lecture .....	25	38	25	8	4
Source Readings .....	18	47	25	3	7
Teacher-Pupil Planning .....	10	52	18	1	19
Group Projects .....	17	41	24	7	11
Resource Speakers .....	1	18	50	25	6
Excursions .....	1	16	35	47	8
Socio-Dramas .....	3	12	28	47	10
Workbooks .....	4	8	7	73	8

should be noted that the question-and-answer recitation, the deadly killer of history when used constantly, remains high on the list for many teachers. A number of teachers indicated that their failure to use some techniques, such as group projects and excursions, was because of administrative difficulties.

#### MOTIVATION

TEACHERS were asked next to describe the teaching techniques they used which help especially to make history more meaningful and their classes more interesting.

As a group these teachers of senior high school United States history displayed variety and some originality in their procedures, but the percentages suggesting or using the vast array of possible methods, new and old, so as to truly capitalize upon the history class seems far too low. To reach some of the objectives in the areas of attitudes and skills which teachers generally state as being important, they should be using much more frequently means such as pupil-teaching planning, individual and group investigations, pupil-led discussions, critical work in the sources, the construction of maps, and the drawing of cartoons. They should be taking part in community projects, coordinating class work with other teachers and subjects, emphasizing the use of history in relation to current problems, enriching their own knowledge and personality, and displaying a willingness to experiment with new and different techniques and continually to revise their courses.

#### WHAT IS WRONG?

THIS study revealed the following major causes of dissatisfaction with the typical United States history course: (1) the stigma of being a required course with the largest size classes in the academic field; (2) the resulting lack of time for individualized assignments and attention; (3) the overlap between the junior high and the senior high school American history courses; (4) the lack of integration with courses offered at the same grade level; (5) the stifling of interest in history by the catalogic names, dates, wars, and events that too often characterize the tenth grade world history course; (6) the teaching of the facts of United States history as prime ends in themselves via a non-selective bird's-eye approach, such as that criticized above; (7) the failure to select materials and experiences which are important and functional and, thereby, interesting to the student; (8) assigning ill-prepared or disinterested teachers to instruct the course; (9) breaking the continuity and effectiveness of the program by using the class as a "catch-all" for various legal requirements and special units, such as driver education; (10) discontent rising in the pupils because of the intangible but important factor of teacher personality; (11) student reaction against United States history may be just part of a discontent with the larger school environment; and (12) it also may be a reflection of personal problems and/or conditions in home, community, nation, and world, which in these days naturally influence the attitudes and work of the pupils.

TABLE III  
SPECIAL MOTIVATIONAL AIDS AND TECHNIQUES  
SUGGESTED BY AMERICAN HISTORY TEACHERS

Aids and Techniques	Percentage of Teachers Suggesting
Supplementary Headings .....	43
Able and Interested Teachers .....	38
Audio-Visual Aids .....	23
Tie History to Meaningful Pupil Experiences ..	22
Pictures, Globes, Maps & Charts .....	22
Student Activity .....	15
Movies .....	15
Current Events .....	14
Individual and Group Reports .....	14
Commercial Recordings .....	12
Dramatizations .....	11
Tie History to Community Activities .....	11
Panels and Round Tables .....	10
Historical Novels .....	10
Biographies .....	10
Source Readings .....	8
Radio Programs .....	7
Correlating Classes .....	7
Library Research .....	6
Classroom Recordings .....	6
Slides, Film Strips, and Opaque Projections ....	6
Socio-Dramas .....	5
Debates .....	5
Transcriptions of Radio Programs .....	5
Newspapers and Magazines .....	4
Special Classroom and Assembly Programs .....	4
Non-Fiction Books .....	3

#### GENERAL OBSERVATIONS

**I**N ADDITION to the trends indicated in the facts and figures presented in the above paragraphs, the following developments were reported or observed.

Objectives held by American history teachers in the secondary schools remain much the same as in past years. There is evidenced, however, a growing concern for altruistic attitudes and personal competencies, as well as for developing the responsible citizen of the United States and the world. Teachers also seek for their students as major aims an appreciation for democracy and love for the United States.

Planned, vertical articulation between junior and senior high school United States history is called for in courses of study, but teachers do little to implement this. Gradation is still pretty much of a chance affair, determined by individual teacher opinions. This same lack of planning is too often true of relations within the senior high school social studies curriculum.

Teachers talk about the values of horizontal articulation and of the contributions of other disciplines, but most of the integration remains

informal and incidental. The most appropriate means of extending the common learnings idea will probably come through the slow but constant widening of the present broad-field courses within traditional subject matter boundaries.

The major emphasis about which the teaching revolves remains the political aspect of United States history. Strong trends are evidenced towards increasing the emphasis upon economic and social factors, but not enough to replace the dominant political emphasis. Geographical aspects are the most neglected. This is a serious omission in view of world developments which have such a great effect upon American history, and especially so when separate courses of geography are seldom offered in the senior high school.

Many United States history courses include the words "and government" in their titles. Much of the civics has been combined with history, to the neglect of a real understanding of the structure and functions of government. Increasing the number of separate courses in civics, sometimes as one-semester extensions of United States history, as well as requiring special units on government and the Constitution within the history course, are favored by numerous teachers.

Some teachers at the secondary level, but not enough, are attempting to reach the recommendations of the Committee on American History concerning course emphasis, gradation, and organization.<sup>6</sup> Multiple, local course-of-study aims seem difficult for some teachers to reconcile. For example, while teachers have shown a real effort to emphasize the international aspects of American history, suggested attention to local, state, and regional history has not increased as much as desired by proponents of such approaches. Problems in this area call for joint planning, and there is serious need for opportunities to exchange ideas and develop programs on local and state levels. Teachers are interested in the formation of local and state social studies councils to supplement the excellent work of the National Council for the Social Studies.

Teachers show great interest in current affairs instruction. A variety of methods are being tried, and there is a growing move to try to make cur-

<sup>6</sup> Edgar B. Wesley (dir.). *American History in Schools and Colleges*. The report of the Committee on American History in Schools and Colleges of The American Historical Association, The Mississippi Valley Historical Association, and the National Council for the Social Studies. New York: The Macmillan Co., 1944.



rent events functional current history.<sup>7</sup> This is part of the growing international emphasis that marks United States history instruction. Valuable as this approach may be, it should not be allowed to blot out important attempts to fit the history program into a realistic relationship with the local community. Mainly through the study of and participation in events and activity programs in the locality does the future citizen gain the experiences in democratic living which ground him in the essentials of the liberal American tradition.

Evaluation takes many varied forms but remains primarily a measure of the knowledge of content. Too few schools are attempting the admittedly difficult step of evaluating attitudes and behavior in any beyond the classroom, which is the ultimate necessity if schools are to truly approve their efficacy.

Most teachers consider that they are adequately prepared in methods and in United States history, but they feel that they need more background in the social sciences, including sociology, cultural anthropology, social psychology, and human geography. Courses in political science, economics, and other phases of history are more commonly reported in the teachers' preparation, but even here numerous teachers are lacking in necessary background.

Many teachers reveal a special need for specific teaching techniques and information on up-to-date materials. Although some of this should be supplied by personal professional reading, for which teachers have far too little time, and through in-service education, teachers gave evidence that they have not been satisfied with certain education and methods courses. In listing the courses in college or university which were most valuable in preparing them for success as teachers of American history only 15 percent mentioned educational methods. At the same time, 42 percent listed courses in the area of United States history as the most valuable. This may also be interpreted to reveal the extent to which teachers remain subject centered rather than pupil and society centered. There is no question, however, that teacher educators should demonstrate in their own classes, to a greater degree than at present, the functionalism which they preach.

<sup>7</sup>See Richard E. Gross. *Trends in Teaching Current History. The Civic Leader*. Washington, D.C.: Civic Education Service, April 16, 1951. p. 2 for a more detailed summary of these findings.

Although teachers indicate that they realize there is much that the individual teacher can do to improve the program they rightly point up the need for increased administrative leadership in the improvement of the social studies curriculum. Time and teaching loads which will enable them to carry on the planning, the selection of appropriate content, the development of new techniques, and more complete and valid evaluation—these they feel their administrators must supply. Above all, the teachers want administrators interested in the social studies who will organize the type of a school and provide the necessary materials and proper staff so that American history can play a truly effective role in citizenship education.

ON THE whole, many of the teachers realize that they are more than historians. They have the responsibility to select, interpret, and provide those learning experiences from the realm of American history and the related social sciences which help the most in developing the good citizen. A growing number also realize that if they are not more successful in this endeavor and do not prove and publicize this accomplishment, the direction of the program will fall into other hands. There is an increasing desire for a framework or guide-lines, mutually arrived at with lay folk and other institutions.

Where citizens remain disturbed at the lack of knowledge of American history, the poor citizenship, cynical attitudes, immaturity, and the failure to sense responsibility displayed by many pupils, they should be helped by the schools to face realistically the same questions which have perplexed the teachers. Is salvation in more of what we have done and are now doing in, perhaps, a return to even more traditional programs? Is the answer to be found in something entirely new? Or is the solution to be found in combining some of the most effective of the past practices with an extension of some of the encouraging but sparsely reported techniques, such as democratic classroom organizations, correlated classes, practical experiences in the community, and pupil-problem centered courses? Almost all parents, teachers, administrators, college professors, and pupils seem to be fairly well agreed upon the attributes of the adequate high school graduate and future citizen. Working closely together, they should agree on the causes of the failure in reaching their objectives and institute the necessary steps in curriculum reconstruction.

# The Opaque Projector

Irwin A. Eckhauser

**M**ANY teachers do not realize how effective the opaque projector can be as a teaching aid. Until recently, I must confess that I was one of this group.

My attitude changed overnight. One day, after school had closed, I decided to experiment with the projector. The image it threw on the screen was extremely clear, and, somewhat to my surprise, the instrument was easy to operate. While I was experimenting, a group of students strolled into the room. They watched, apparently with considerable interest, asked a number of questions, and left only after I snapped off the electricity and began to put the instrument away. But it was not until the following morning that I became fully aware of the students' reactions.

Before the class started, several of the boys and girls asked if we couldn't use the opaque projector. The students had been working with maps, and I picked several from the members of the class, selecting them at random. The students were much interested in seeing their own work on the screen. They talked about the way each person had drawn his map, and how he had shown boundaries, rivers, and mountains. Magnified and flashed on the screen, the merits and defects of each map were immediately apparent, and the class discussed at some length the general appearance of the papers. The need for clean, careful work, as well as for accuracy, was obvious to the students, and I felt that the time had been well spent. Moreover, instead of the teacher laboring alone at the tedious chore of checking the maps, the class as a group had made their own evaluation of each other's work.

Later, we used the projector in a number of ways. We flashed cartoons on the screen, using them as a basis for discussion and evaluation of the scene or idea pictured by the artist. We also made use of the projector in our work with cur-

rent affairs, projecting, in one instance, the headlines with which different newspapers called attention to the same event. The analyses of cartoons and newspaper headlines were excellent devices for stimulating critical thinking and for practicing essential social studies skills.

Not least important was the use of the projector in illustrating the reading material in the textbook. We drew upon brightly colored pictures from the *National Geographic* and other sources. The students themselves were most ingenious in locating illustrative material. They brought to class loose pictures, postal cards, stamps, magazines, and other pictorial materials in quantities far beyond what we could use in the time we had.

From my work with the opaque projector, I have come to the following conclusions:

1. The opaque projector bridges the gap between the textbook and current happenings near and far.
2. Students gain confidence in their ability to talk as they discuss (in semi-darkness) the map, cartoon, current event happening, or clipping that appears on the screen.
3. It is human nature to want to do one's best work when one's own maps, explanations, and reasons are compared with others. Group evaluation is a powerful stimulus.
4. Boys and girls can learn more effectively the importance of neatness, good lettering, accurate topography, and a better understanding of geography.
5. It helps to motivate interest and encourages students to raise specific questions.
6. Opaque projection, too, can be used as a means of review. It can bring us back to a starting point, and from that, cause us to rethink our original question with the answers we have found.
7. Opaque projection in social studies classes of low I.Q. groupings can be used to good advantage, for these children will verbalize more readily than by reading from the printed page. As we all know, visual aids are especially useful to those students who lack writing or reading skills.

It is important to keep in mind that the teacher should try out the projector before its use in class. When using it, the room should be darkened. It is better to project it on a white screen or white wall surface. By all means, keep the projector somewhat close to the screen. You will find the projector simple to set up and operate and economical to use. It is equally useful in any subject or on any educational level.

---

This brief reminder of the value of one of the earliest, and still one of the most effective, visual aids comes to us from a social studies teacher in Washington Junior High School of Mt. Vernon, New York.

---

# World-Minded Heroes

Leonard S. Kenworthy

IN HIS popular book on *Peace of Mind* Joshua L. Liebman maintains that "Man loses his sense of direction when the compass of his soul is not magnetized by some great human star within the orbit of his experience." Similarly, it might be said that children do not develop a proper sense of direction until the compasses of their souls are magnetized by some worthwhile heroes within the range of their understanding.

Psychologists and educators are agreed that children need heroes. In their early years in school they will choose them from among the persons whom they meet. But in the later years of elementary school and in the junior high school boys and girls often select as their models persons whom they have never met and will probably never see, but about whom they have heard or read.

Social studies teachers have a responsibility to introduce children to persons who are world-minded, both through personal contacts and through biography. This is one of the many ways of helping children to gain a world-view and to set as one of their own personal goals the development of world-mindedness.

Such persons should be primarily men and women who have translated into action their ideal of world community or human brotherhood. They should be persons who have achieved a large degree of self-integration and have become experts in democratic human relations. They should be men and women who have helped in some way to bring greater freedom and greater happiness to humanity. In brief, they should be citizens of the world.

Fortunately, there are a few biographies of such persons available for the upper elementary school

boys and girls, and several such biographies available for junior high school readers. This article will mention some of these books. But there is likewise a real need for many more biographies of world-minded men and women suitable for boys and girls, particularly on such persons as Ralph Bunche, Toyohiko Kagawa, Trygve Lie, Thomas Masaryk, Hideyo Noguchi, Domingo Sarmiento, James Yen, Mathilda Wrede, and a host of others. Perhaps some of the readers of this article will eventually produce biographies on these and other persons for use by children.

There is a special need for biographies of such world-minded persons from the Near and Middle East, from Africa, from Southeast Asia and the Pacific, and from Latin America. There are more such persons from Europe and the United States, and more recently from Asia, who are treated in juvenile biographies, but more are needed.

In reading and discussing such citizens of the world, care should be taken to show that these persons were once boys and girls, similar in most respects to the boys and girls who are reading about them. Later they became great men and women, but as Felix Adler pointed out in his book, *Our Part In This World*, "The great man is he who towers by half an inch above the heads of the crowd," or as Baldwin phrased it, "The greatest men on earth are men who think as I do, but deeper; and see the real as I do but clearer; who work to the goal that I do, but faster; and serve humanity as I do, but better." Not all citizens of the world were geniuses; many of them saw a goal towards which they wished to work and channeled all their energy and ability to fulfill that purpose.

It is conceivable that a few of these men and women will be military heroes such as Bolivar or San Martin, but most teachers will probably agree that the day of military exploits as a means of serving humanity is past and that these citizens of the world should be largely heroes of peace.

Who, then, are some of the world-minded men and women whom children should know? What are some of the biographies which are now available on them? The remainder of this article will deal with these two questions, treating these topics by large geographical areas of the world.

---

"Unless otherwise indicated," the author writes, "books listed in this article are primarily for junior high school readers." Dr. Kenworthy is an associate professor of education at Brooklyn College, and the author of a recently-published book, *World Horizons for Teachers*, as well as of a number of articles and bibliographies dealing with education for international understanding.

---



## COLLECTIVE BIOGRAPHIES

ALTHOUGH out of print, the two books by Robert Bartlett on *They Dared To Live* and *They Did Something About It* (Association Press, 1941 and 1939) contain excellent brief biographies of world heroes, suitable for junior high school readers. It is to be hoped that they will be found on school or local library shelves and will be used by teachers. Joseph Cohen and Will Scarlet's *Modern Pioneers* (Allyn and Bacon, 1932) contains the stories of Lindbergh, Curie, Steinmetz, Maude Adams and Goethals, and is suitable for grades 6 to 8. Joseph Cottler and Haymn Jaffe's *Heroes of Civilization* (Little, Brown and Co., 1931) contains many brief biographies written for grades 5 to 9 on such persons as Amundsen, Barton, Curie, Einstein, Gorgas, Livingston, and Pasteur. The school edition is inexpensive and a valuable volume. Although too difficult for most boys and girls, mention should be made nevertheless of Paul de Kruif's *Hunger Fighters, Men Against Death, and Microbe Hunters* (Harcourt, Brace & Co.) for especially good readers interested in world-minded scientists. The Friendship Press has published a series of pamphlets of 24 pages each on 40 men and women in all parts of the world who have had service to mankind as their chief aim in life. Although many of these are Christian missionaries, they will be suitable for some junior high school readers in some schools. The Health Hero series distributed free of charge by the Metropolitan Life Insurance Company can be used with effect in the upper elementary grades and in junior high school classes. The filmstrips based on these booklets are also obtainable free of charge and are quite popular with children. Other books of collective biography will be mentioned in the remaining sections of this article.

## UNITED STATES

IT IS difficult to decide who the world-minded Americans are, but most people would probably include Jane Addams, Clara Barton, Albert Einstein, William Gorgas, George Washington Goethals, Walter Reed, Franklin and Eleanor Roosevelt, and Woodrow Wilson. Some might also include such earlier figures as Benjamin Franklin, Thomas Jefferson, and Abraham Lincoln, while a case could be made for such figures as Burbank, Carnegie, Edison, and Ford if the sole criteria is benefit to mankind. However, this list is limited to the more recent figures and to those definitely associated with other lands and peoples in one way or another.

Biographies of those persons include the following:

- Howard Fast. *Goethals and the Panama Canal*. Messner, 1942.  
 Alden Hatch. *Woodrow Wilson: A Biography For Young People*. Henry Holt & Co., 1947.  
 Alden Hatch. *Young Willkie*. Harcourt, Brace & Co., 1944.  
 Clara Judson. *Soldier Doctor: The Story of William Gorgas*. Charles Scribner's Sons, 1942.  
 Rita H. Kleeman. *Young Franklin Roosevelt*. Messner, 1946.  
 Sally Knapp. *Eleanor Roosevelt*. Thomas Y. Crowell Co., 1949.  
 Elma E. Levinger. *Albert Einstein*. Messner, 1949.  
 Helen A. Monsell. *Woodrow Wilson, Boy President*. Bobbs-Merrill, 1950. (For ages 6-9)  
 Jeannette C. Nolan. *Story of Clara Barton of the Red Cross*. Messner, 1941.  
 M. M. Pace. *Clara Barton*. Charles Scribner's Sons, 1941. (Grades 4-8)  
 Catherine Owens Peace. *Albert Einstein: A Biography For Young People*. Henry Holt & Co., 1949.  
 Augusta Stevenson. *Clara Barton, Girl Nurse*. Bobbs-Merrill, 1946.  
 Jean B. Wagoner. *Jane Addams: Little Lame Girl*. Bobbs-Merrill, 1944.  
 Winifred E. Wise. *Jane Addams of Hull House*. Harcourt, Brace & Co., 1935.  
 L. N. Wood. *Walter Reed, Doctor In Uniform*. Messner, 1943.

## EUROPE

IT IS even more difficult to choose those persons from Europe who have been world-minded and who might appeal to American boys and girls. Certainly the Curies, Sir Wilfred Grenfell, David Livingston, Fridtjof Nansen, Florence Nightingale, Louis Pasteur, and Albert Schweitzer would be included in almost any list. Biographies for elementary and junior high school readers on these persons are listed below. Thomas Masaryk was certainly one of the great internationalists of his time but no good biography of him exists for younger readers. The same might be said for Albert Thomas, the first secretary-general of the International Labor Office and for Mathilda Wrede, Finnish prison reform leader. Henri Dunant, founder of the Red Cross might be included were it not for the tragic ending of his life. Here, then, are some of the existing biographies of world-minded heroes who hailed from Europe:

- Helen Acker. *Four Sons of Norway*. Nelson, 1948. Includes chapter on Nansen. (Grades 5-7)  
 Francis E. Benz. *Pasteur, Knight of the Laboratory*. Dodd, Mead & Co., 1938.  
 Eve Curie. *Madame Curie, A Biography*. Garden City, 1937.  
 Jeannette Eaton. *David Livingston, Foe of Darkness*. Morrow, 1947.  
 Joseph Gollomb. *Albert Schweitzer: Genius in the Jungle*. Vanguard, 1949.

- Anna G. Hall. *Nansen*. Viking Press, 1940.  
 J. C. Nolan. *Florence Nightingale*. Messner, 1946.  
 L. E. Richards. *Florence Nightingale*. Appleton-Century-Crofts, Inc., 1931.  
 Fullerton L. Waldo. *With Grenfell on the Labrador*. Revell, 1920.  
 Dillon Wallace. *Story of Grenfell of the Labrador*. Revell, 1922.  
 Laura N. Wood. *Louis Pasteur*. Messner, 1948.

## AFRICA AND THE NEAR EAST

**B**IOGRAPHIES of such world-minded persons from Africa and the Near and Middle East are very rare. One might conceivably include the books mentioned above on Livingston and Schweitzer, but they are really Europeans despite their long sojourns in Africa.

Biographies for young readers on James K. Aggrey of the Gold Coast and Jan Smuts of the Union of South Africa are needed as well as on others from Africa and the Near and Middle East. The only two books which the writer can recommend for this vast area are the following:  
 Rachel Baker. *Chaim Weizman: Builder of a Nation*. Messner, 1950.  
 Ruth Seabury. *Daughter of Africa*. Pilgrim Press, 1945.

## ASIA

**A**MONG the men and women from Asia who might be included in any list of world-minded persons would be Gandhi, Kagawa, Nehru, Noguchi, Sun Yat Sen, Tagore, and James Yen. On other figures there would probably be considerable controversy. Biographies of such Asians as we have just mentioned are beginning to appear, but as yet there are no biographies for younger readers on Kagawa and Tagore, although a volume on Tagore, written by Marjorie Sykes and printed in India by Longmans, Green and Company, might well be reprinted for American boys and girls.

The books on these outstanding persons of the Orient suitable for use with elementary and junior high school pupils are:

- Nina B. Baker. *Sun Yat Sen*. Vanguard, 1946.  
 Pearl Buck. *Tell the People*. John Day Co., 1945.  
 The work of James Yen in China.  
 Jeannette Eaton. *Gandhi: Fighter Without a Sword*. Morrow, 1950.  
 Helena Kuo. *Giants of China*. Dutton, 1944. Includes a chapter on Sun Yat Sen.  
 Krishna Nehru. *The Story of Gandhi*. Didier, 1950. (Grades 5-7)  
 Shakuntala Masani. *Gandhi's Story*. Oxford University Press, 1950. (Grades 5-7)  
 Shakuntala Masani. *Nehru's Story*. Oxford University Press, 1949. (Grades 5-7)  
 Catherine O. Peace. *Mahatma Gandhi: A Book for Young People*. Henry Holt & Co., Inc., 1950.  
 Cornelia Spencer. *Nehru of India*. John Day Co., 1948.

## LATIN AMERICA

**F**EW of the outstanding men and women of Latin America who have contributed to the world are as yet known to citizens of the United States, except perhaps Bolivar and San Martín and possibly Juarez. Men and women like Sor Juana Ines de la Cruz, great Mexican poet and leader in the women's right movement; Carlos Finlay, pioneer in the fight against yellow fever; Gabriel Mistral, Nobel prize winning poet; and Moeises Saenz and Mariano Rondon, defenders of the Indian in the Latin American society, are too little known, and full biographies have not been written about them for children.

The life stories of several men and women with a world view have appeared, however, in the following books:

- Nina B. Baker. *He Wouldn't Be King: The Story of Simon Bolivar*. Vanguard, 1941.  
 Nina B. Baker. *Juarez, Hero of Mexico*. Vanguard, 1942.  
 Mabel L. Ives. *He Conquered the Andes: The Story of San Martin the Liberator*. Little, Brown & Co., 1943.  
 Vera Kelsey. *Six Great Men of Brazil*. D. C. Heath & Co., 1942. (Grades 4-6)  
 Marion F. Lansing. *Against All Odds: Pioneers of South America*. Doubleday and Co., Inc., 1942.  
 Marion F. Lansing. *Liberators and Heroes of Mexico and Central America*. Page, 1942.  
 Marion F. Lansing. *Liberators and Heroes of South America*. Page, 1940.  
 Latin American Heroes. C. E. Merrill Company, 1946. (Grades 5-7)  
 Muna Lee. *Pioneers of Puerto Rico*. D. C. Heath & Co., 1944. (Grades 4-6)  
 James A. Magner. *Men of Mexico*. Bruce Publishing Co., 1942.  
 "National Heroes of the Americas." Pan American Union, 1945.  
 Thomas Rourke. *Man of Glory—Simon Bolivar*. Morrow, 1942.  
 Watt Stewart. *Builders of Latin America*. Harper and Brothers, 1942.  
 Randall E. Stratton and Howard E. Wilson. *Juarez of Mexico: A Leader of Democracy*. American Book Co., 1942.  
 E. D. J. Waughm. *Simon Bolivar: A Story of Courage*. Macmillan, 1941.

From the foregoing remarks and bibliographies it should be seen that any teacher in the junior high school can start now with existing biographies, limited though they are in many respects, while elementary school teachers can utilize the few books which exist about world-minded persons from many parts of the world. Meanwhile, writers and publishers might well consider which world figures should be treated in biographies for boys and girls in American schools.

# Sociodrama in the Classroom

Morton J. Sobel

THE principal stood in the back of the auditorium watching a group of thirteen-year old pupils acting out a play on the stage. A girl was talking excitedly into a telephone, while her "father" angrily rattled his newspaper and glared at her, and her brother shifted uneasily from one foot to another, muttering impatiently, "Hurry up! Hurry up! It's my turn." In the midst of this confusion, the "mother" of the stage family walked over to the radio and turned it on full volume.

At this point the teacher, who had been standing to one side, put his hands over his ears and asked, "What are you doing with the radio?"

The "mother" turned to him. "Well, that's what my mother always does when I'm using the phone."

With this remark, the class, which up until now had been watching in silence, broke into an excited murmur, and all discipline seemed to vanish.

The principal, unable to contain himself any longer, beckoned to the teacher, "What in the world is going on?" he wanted to know.

"Why, we're doing a sociodrama," the teacher replied.

There was a moment of silence. Then the principal, obviously still bewildered, left the room. But the next day he called the teacher to his office and asked for a complete explanation.

Meanwhile, the teacher returned to his class and, after several minutes of discussion, summarized the conclusions reached by the group.

"Now Marie," he said, turning to the thirteen year old girl who had been playing the role of the daughter, "there seem to be several things your classmates think you can do about your telephone troubles. You might try arranging for a certain time of day when you could make your calls; you might decide to use the phone only a certain length of time; you might decide to use it only a certain number of times during one

day; or perhaps you could talk it over with your parents and see what suggestions they might have. Do you think anyone has given you anything you could use satisfactorily?"

Marie's reply was eager and enthusiastic. "Oh yes," she answered, "I'm sure I can come to some understanding. This is really swell—playing roles, I mean."

## WHAT IS SOCIODRAMA?

SOCIODRAMA has been defined by Cook as "a form of group discussion, a useful supplement to regular classroom techniques"; by Jennings as "an intensive, vivid, *living through* of experience of common concern to the group members—experiences which have been cut short in life and blocked from full expression, leaving unresolved, buried emotional impact"; by Moreno, the father of the movement, as "a deep action method dealing with inter-group relations and collective ideologies."<sup>1</sup>

For the average teacher, sociodrama or role-playing may best be described as a spontaneous play acted out under capable direction, the subject matter for which comes from some real incident or occurrence in life. Sociodrama is unrehearsed, although it may be cued properly ahead of time, and for educational purposes a discussion period immediately afterward is essential.

The modern-day version of sociodrama was developed by J. L. Moreno, a psychiatrist, more than twenty years ago, and has been used with great success as *psychodrama* in the treatment of individual patients. In sociodrama, the single patient is replaced by a group of people, and for this reason it may be called a form of group therapy, in the broadest sense of the term.

Sociodrama has been used for a number of

---

This discussion of the place of sociodrama in the classroom was prepared by an auditorium teacher in the public schools of Detroit, Michigan.

---

<sup>1</sup> See Lloyd A. Cook, *Sociological Approach to Education*. New York: McGraw-Hill, 1950, p. 495; Helen H. Jennings, "Sociodrama as Educative Process," *Fostering Mental Health in Our Schools*, 1950 Yearbook of the Association for Supervision and Curriculum Development, chapter 16, p. 260; and J. L. Moreno, *Sociodrama*. New York: Psychodrama Monographs, 1944, p. 4. These three volumes, plus the author's personal experience with sociodrama, furnish the basis for this discussion.



years by management and labor groups in the training of salesmen, foremen, and the like. Government agencies have also trained members of arbitration panels by this method. And of course social psychologists and sociologists have been aware of its potentialities for some time. Interracial committees, guidance counsellors, and educational sociologists have been mainly responsible for the introduction of the technique into the schools, primarily since the end of World War II, where it did valiant military and naval service in training camps and overseas.

# VALUES

**S**OЦИODRAMA has proven itself a valuable supplement to older and better-known teaching techniques. It is useful in a number of different ways.

For one thing, as Cook points out, it is unique in providing face-to-face communication skills. Communication involves far more than words. One's facial expressions, gestures, and intonation may color the words themselves and may even give them their final meaning. In sociodrama, children have the opportunity to learn this lesson painlessly, without danger of losing a job, a weekly allowance, or the good will of classmates or older friends.

Sociodrama is also valuable as a fact-finding device. Background information about children, their homes and home situations, the nature and extent of knowledge about the community and its groups, attitudes and feelings about other individuals and groups, and general information about the problems which concern children, both overtly and subconsciously, are all easily obtainable. Although Jennings points out some of the difficulties involved in this process, such as aroused emotional problems and difficulties in communicating with others outside the home when the child does not have an intimate adult source of communication close to him and has great community pressures on him, in general, the fact-finding feature may be of great importance. It is assumed, of course, that the teacher will exercise caution in regard to secrets in compliance with the best requirements of integrity, trust, and good common sense, and that all the children will understand that they can feel secure in this regard.

Sociodrama has proved of great value in problem solving. In an adequate role-playing situation, the problem is presented and acted out, and the audience and actors alike attempt to find solutions. Moreno points out that "... the

exploratory value of sociodramatic procedure is only one half of the contribution it can make, the other and perhaps the greater half of the contribution is that it can *cure* as well as solve, that it can change attitudes, as well as study them."<sup>2</sup> Jennings emphasizes that "The sociodramatic situation should enable the group members to discover factors in the situation which may be contributing to their feelings of frustration and at the same time to discover satisfactory ways of overcoming these factors . . . a class (ought) not be left with the conclusion that there is *one right way* of behaving in a particular situation and that all people behave that way . . . (sociodrama) should give children an opportunity to reach generalizations about human relations which are psychologically accurate according to our present knowledge."<sup>3</sup>

One teacher has applied the technique with adolescents in covering a wide range of problems significant to the children, including dating and boy-girl relationships, shyness, relationships with parents and siblings, manners, limitations of age and physical size, the use of telephones, television, radio, cosmetics, money, allowances, and a number of other topics. In each case, the children selected the topic and the situation in which it might occur; acted out the situation; labeled the actors on the blackboard ("Father—grumpy, uncooperative, buck-passer. Adolescent—sassy, spoiled," etc.); listed the areas of conflict; and discussed solutions.

Perhaps the greatest potential value of sociodrama is for improving intercultural or intergroup understanding. When groups with different backgrounds live side by side, conflicts sometimes explode into violence. Even more important, conflicts which smolder without breaking out into the open often lead to "Gentlemen's Agreements," which deny fundamental human rights to all humans. When children play roles in a situation involving prejudice and discrimination, they live for a brief time the lives of the persons involved and so are brought close to the heart of the problem. It does not, of course, follow that one sociodrama will remove prejudice from the mind of a child, but the evidence shows that it can and does help to develop better understanding and healthier attitudes.

Some of this conflict arises from difference in roles in different cultures, or the total lack of or different evaluations of the same role.

<sup>2</sup> Moreno, *op. cit.* p. 13.

<sup>3</sup> Jennings, *op. cit.* p. 268

Moreno mentions the possibility of the culture without such a role as that of God, or the culture with a highly developed concept of the warrior, or the different definitions in the United States and Soviet Russia of the role of the capitalist. Sociodrama furnishes an opportunity of *being* the other fellow for a little while without disastrous consequences, and of understanding what he is like and why he says and does many of the things he does.

Finally, sociodrama has value as a means of improving mental health. Everyone develops emotional tensions which need outlets and are continually being blocked by the patterns of culture, by the specified situation in which he finds himself, and by any number of other factors. When the outlets are closed for any reason, the results are deleterious in many ways, both to the individual and to society. Many psychiatrists, psychoanalysts, counsellors, and workers in related fields are convinced that the effects in the guise of neuroses, psychopathic personalities, general tensions, even wars, could be alleviated to some extent if outlets were provided for many of these emotional pressures. Sociodrama is not a cure-all for the problems of the world or of the individual, but when children or adults get the opportunity to express their feelings, some of the same relief is experienced that Aristotle observed in watchers of the drama in his day.

As a matter of fact, this presents one of the serious dangers inherent in the use of sociodrama. It is a serious thing to bare one's emotions before others, and the teacher or director must be extremely careful to prevent the creation of greater emotional problems because of a specific sociodramatic sequence. This is why Jennings cautions that an individual may have a need *not* to express as well as a need *to* express what is significant to him in reference to a given situation at a given time, and that the best indicator of an individual's readiness to carry a particular role in a given situation is that individual himself.

#### BASIC STEPS

**T**EACHERS trying sociodrama for the first time should keep several basic steps in mind.

1. The situation to be acted out should be chosen by a majority of the group, and it should represent a common problem.
2. Participation should be voluntary.

3. There should be some sort of warming-up process.
4. Each member of the group should be encouraged to speak and act with complete freedom.
5. An analysis of the situation should be made by the players in cooperation with the entire group.
6. A summary and recommendations should be made by members of the group.

Jennings, Cook, and Moreno all stress the warming-up process while agreeing that spontaneity ought not to be lost by previous rehearsals. All agree, too, that these steps are not separate and distinct entities, but rather flow into each other without a numerical process of separation.

It is important for the leader to be willing to have the problem explored. This does not imply that he is in an authoritarian position, but rather that the sociodrama is the property of the group and he is an instrument for fulfilling its wishes. Children and adults have the right to make mistakes. The true subject of the sociodrama is the group.

The leader must retain as much open-mindedness as is humanly possible. Children often say and do things very disconcerting to adults, and self-control must be retained to prevent the break-down or interruption of the psychological and social process which is necessary to a full sociodramatic learning experience for group members. If possible, teachers ought to participate in a sociodrama themselves before attempting to direct one. One of the things children learn from a sociodrama is that there is a commonness of experience with other children, and open-mindedness on the part of the director is a necessary prerequisite to this learning.

In directing a sociodrama, it is important for the teacher to use words that have a common connotation or that will carry equivalent meaning to the members of the group. Florid vocabularies tend to make the learning experience a practice session in semantics instead of a meaningful, vital incident in the lives of the participants.

The teacher who takes sociodrama seriously, and who is careful to follow the basic steps outlined above, will find it an enjoyable and rewarding experience, both for himself and for his students.

# Letters to the Editor

SIR:

In his *Social Education* review (January, 1952) of my Oxford Book pamphlet, *The Soviet Union*, Daniel Roselle writes: "They (the final two chapters) are misleading only when Mr. Lengyel compares Soviet political institutions with our own. The Supreme Soviet does not, in fact, correspond to the American Congress (compared on pp. 66-7) . . ."

Mr. Roselle seems to have overlooked my statement on the same page (p. 67) he quotes. There I write:

"The Supreme Soviet cannot be regarded as a genuine and independent law-making body on the western model. If nothing else, its size (over 1,300 members) would prevent it from functioning effectively. In reality, it is little more than a rubber stamp. Bills are submitted to it, and it 'goes through the motions' of considering and approving them with much fanfare, including always tributes to 'The Great Leader'—Stalin."

This is entirely different from what the reviewer claims and it makes the point, I believe, clearly. More careful reviewing would not have overlooked the heart of the matter printed on the same page the reviewer quotes.

EMIL LENGYEL

New York University

SIR:

I am delighted that the author has raised the question of the role of the Supreme Soviet; I believe that he has every right to have his opinion published; and I sincerely hope that other point-counterpoint situations on other reviews will occur.

I had read, of course, the quotation that Mr. Lengyel submits to substantiate his opinion that he had been misinterpreted when I wrote: "They (the final two chapters) are misleading only when Mr. Lengyel compares Soviet political institutions with our own. The Supreme Soviet does not, in fact, correspond to the American Congress (compared on pp. 66-67), nor is the Council of Ministers 'equivalent to the Cabinet in the British or French government.'" (p. 68) I would like to point out, however, that Mr. Lengyel's paragraph of justification does not affect my criticism in the slightest.

My criticism was based on the following:

1. On pages 66-67, he writes "the Supreme Soviet is the highest organ of the U.S.S.R., parallel to our own Congress." "Parallel" means "lying evenly everywhere in the same direction, but never meeting" in the Euclidean version, and the synonym given in most dictionaries is "similar." Mr. Lengyel, by his own statement that "the Supreme Soviet cannot be regarded as a genuine and independent law-making body on the Western model," supports my point that the Supreme Soviet is not *parallel* to our Congress.

2. In the next sentence he writes: "Like Congress, the Supreme Soviet has two chambers: the Soviet of the Union, corresponding to our House of Representatives, and the Soviet of Nationalities, corresponding to our Senate." "Corresponding" means "to answer (to something else) in fitness, character, function, or amount." Yet in the same paragraph Mr. Lengyel points out that both Soviet houses serve for four years and that the representation in the upper house is chosen "on a regional basis, regardless of population. Each constituent republic sends 25 deputies to the Soviet of Nationalities; each autonomous republic, 11; each autonomous region, 5; and each national area, 1." If American representatives are chosen for 2 years and American Senators for 6; if each of our states has 2 Senators, regardless of its size or importance; and if, using Mr. Lengyel's words, "in reality, it (the Supreme Soviet) is little more than a rubber stamp"—then where is there justification for the author writing: "Like Congress, the Supreme Soviet has two chambers: the Soviet of the Union, corresponding to our House of Representatives, and the Soviet of Nationalities, corresponding to our Senate"? *Corresponding* is simply not the word!

I observe that Mr. Lengyel has thought it proper not to challenge the rest of my sentence, in which I criticize him for writing that the Council of People's Ministers "is equivalent to the Cabinet in the British or French government." I will merely add that here again he fell into the same oversimplification trap by using the word "equivalent."

In brief, then, I feel that I was fully justified in stating "The final two chapters, discussing the economic and political organization of the Soviet



Union, are the best in the pamphlet, particularly for their clarity of presentation. They are misleading only when Mr. Lengyel compares Soviet political institutions with our own." They are misleading when the author oversimplifies, gen-

eralizes too broadly, or implies too much.

DANIEL ROSELLE

State Teachers College  
Fredonia, New York

### NOTES FROM A SUPERVISOR

By Saul Israel

THE lesson was enriched with a scholarly quotation from Bossuet on the divine right of kings and one from Arthur Young on the lettres de cachet. These quotations served as a basis for thought questions. . . .

The lesson was motivated with reference to a G.I. in a foxhole in the Pacific during the last war. The G.I. was wondering why he was there. This motivation came not only in the beginning of the lesson, but was sustained throughout the period. . . .

Many of your questions were of a high quality. For example: "Spengler felt that machines can be devilish. What arguments can you give in support?" "Henry Ford said the function of machinery is to liberate man and release his energies. Explain." . . .

You motivated the lesson with a quotation from Beard's *Economic Interpretation of the Constitution*. The infusion of scholarly materials in a lesson helps to give fresh viewpoints to material in the text. . . .

You appreciated that your role in this socialized procedure was not passive. You intervened effectively to correct errors, to see that discussion was more widespread, and to keep the arguments balanced. . . .

Students presented source materials, such as advertisements on the A. & P., and various pamphlets. This indicated that they exercised initiative in looking for social studies data. . . .

You enriched the lesson with a reading of sources dealing with the life of the medieval uni-

versity students. These were humorous and helped to give students an appreciation of the life of the period. . . .

You were sensitive to basic ideals and attitudes of social studies. This is shown when you gave assignments outside the text, when you corrected a child's error in saying China was "not civilized" when he should have said "not Westernized," and when you rebuked students for laughing at a fellow student who had made an error. . . .

Your assignment was well worded and well organized. It dealt with four central questions, it was numbered, it had a topical problem, and it had definite references. A good assignment is a great aid in the careful planning of a lesson. . . .

You made good use of the local environment with topics centering on the East Side and housing projects. . . .

You followed the procedure of dividing the class into committees to work on various aspects of the unit. This is an excellent method of socializing the classroom and moving away from the formal teacher-pupil recitation. . . .

You respected the right of a student to disagree with you on issues such as the value of magazine recommendations of products. This was a highlight of the lesson for students spoke their own minds freely though they might be disagreeing with their teacher. . . .

A noteworthy feature of your lesson was the high degree of socialization that was displayed. A student chairman presided, minutes were read and evaluated, parliamentary procedure was followed, and reports were discussed. This represented fine training for democratic living. . . .

You returned outline maps drawn by the students. The maps were beautifully colored and accurately drawn. It was evident that you were giving pupils even of the slower type a sense of accomplishment in the graphic work. . . .

You raised a fundamental philosophic question as to the merit of living without ideals or of dying for ideals. . . .

---

"Have you often wondered what your colleagues are doing to enrich their instruction and make it more effective?" the author asks. "Here are a few excerpts from letters written by a supervisor to teachers he has observed at work in the classroom."

Mr. Israel is head of the department of social studies in Seward Park (N.Y.) High School.

---

# Notes and News

## The Committees of the NCSS

As the National Council for the Social Studies has grown, its committee structure has changed. Each year the Board of Directors considers the committees, creates new ones and consolidates old ones. Sometimes the President appoints a committee to meet a particular need for a month or for a year.

Committees are appointed by the President for one year. However, some committees are made up of persons who serve more than a year (Publications and Nominations). Some committees have some or many *ex officio* members who serve because of the office they hold.

This year we are listing and describing the committees in order that members may see what they do. They are grouped for convenience into three categories: Committees of the Board; Standing Committees; and *Ad Hoc* Committees.

### COMMITTEES OF THE BOARD

The Committees of the Board may be called "house-keeping committees." They do the necessary work of keeping the organization functioning as an organization. Two are coordinating committees. It will be noted that Board members are likely to predominate on these committees, for obvious reasons.

#### AUDITING

The Auditing Committee serves as an impartial analyst of the accounts of officers of the NCSS who handle money. Paul O. Carr of Wilson Teachers College, Chairman. Eber W. Jeffery of Washington (D.C.) Public Schools.

#### BUDGET

The Budget Committee meets only during the annual meeting to study the finances of the NCSS and to recommend to the Board a budget for the coming year. The recommendation is always examined very critically by the whole Board. It has been the custom to appoint the retiring president as chairman of the committee. The president, first vice-president, and second vice-president are members *ex officio*.

Myrtle Roberts, Woodrow Wilson High School, Dallas, Chairman

Raymond Brown, Los Angeles (California) Public Schools

Stella B. Kern, Chicago (Illinois) Public Schools

Julian C. Aldrich, President, NCSS, *ex officio*

John H. Haefner, first vice-president, NCSS, *ex officio*

Dorothy McClure Fraser, Second Vice-President, NCSS, *ex officio*

#### EXECUTIVE

Composed of the President and two Board members appointed by him, this committee acts as an interim

Board to decide routine matters between annual Board meetings. If matters are controversial or decisions are difficult, the Executive Committee may poll the Board.

Julian C. Aldrich, President, NCSS, Chairman, *ex officio*  
Dorothy McClure Fraser, Adelphi College, Garden City, N.Y.

Erling M. Hunt, Teachers College, Columbia University

#### MEMBERSHIP PLANNING

This entirely *ex officio* committee was created by the 1951 Board to serve as a coordinating and planning committee for the Committee on Professional Relations (formerly the membership committee and the Committee on Relation of State and Local Councils to the NCSS. It met on January 19 and 20 to plan the 1952 program, and will follow up the program by correspondence.

Dorothy McClure Fraser, Second Vice-President, NCSS, Chairman

Julian C. Aldrich, President, NCSS

Robert H. Reid, Committee on Professional Relations

Harry Bard, Committee on Relation of State and Local Councils to NCSS

#### PUBLICATIONS—CURRICULUM PLANNING

This committee was created in 1944 to coordinate the publishing activities of the NCSS. The committee is entirely *ex officio*. It meets annually early in the year. The 1952 meeting was on February 15 and 16 in New York City.

Julian C. Aldrich, President, NCSS, Chairman

Merrill F. Hartshorn, Executive Secretary, NCSS

Lewis Paul Todd, Editor, *Social Education*

Helen McCracken Carpenter, Curriculum Committee

Edwin R. Carr, Publications Committee

Edith West, Publications Committee

Alice W. Spieseke, Publications Committee

#### RESOLUTION (ad hoc)

This committee was created in 1950 by the Board to recommend a policy in regard to resolutions. This task should be completed during the year 1952.

Erling M. Hunt, Teachers College, Columbia University, Chairman

Jack Allen, George Peabody College for Teachers, Nashville

W. Francis English, University of Missouri, Columbia

Myrtle Roberts, Woodrow Wilson High School, Dallas, Texas

#### STANDING COMMITTEES

Several committees of the Council have been set up as continuing groups. These might be called the "working committees" of the NCSS.

#### ACADEMIC FREEDOM

The work of this committee has developed from the problems referred to it. Until this year the committee has not met except at the annual meeting. Its first publication was "Teaching Controversial Issues," published in *Social Education* (May 1951). It is now working on a statement about freedom of teaching.

Arch Troelstrup, Stephens College, Columbia, Mo.,  
Chairman  
Russell Broadhead, Wayne University, Detroit  
Emerson Brown, Harcourt, Brace & Company  
Ralph Adams Brown, State University of New York at  
Cortland  
Mary Clair Callan, Bryant High School, Queens, New  
York City  
Howard Cummings, U. S. Office of Education, Washing-  
ton, D.C.  
George Engberg, University of Cincinnati  
Ruth Gavian, Brooklyn College, New York City  
Floyd Haight, High School, Dearborn, Mich.  
Emlyn Jones, Seattle (Washington) Public Schools  
Victor E. Pitkin, State Education Department, Hart-  
ford, Conn.  
George H. Reavis, Field Enterprises, Inc.

#### AUDIO-VISUAL AIDS

This Committee has a considerable record of achieve-  
ment. Under William H. Hartley it has, for ten years,  
conducted the department "Sight and Sound in Social  
Studies," reviewed audio-visual aids, advised teachers all  
over the country, and provided contributors to yearbooks  
and other publications. It has met frequently as consult-  
ants to Teaching Films Custodians.<sup>1</sup>

William H. Hartley, State Teachers College, Towson,  
Md., Chairman  
William G. Tyrrell, Division of History and Archives,  
State Education Department, Albany, N.Y., Co-Chair-  
man  
Henry C. Borger, Jr., Clark University, Worcester, Mass.  
Martha L. Corry, State Teachers College, Oneonta, N.Y.  
Alice Flickinger, University of Chicago  
W. Kenneth Fulkerson, John Marshall High School,  
Rochester, N.Y.  
John Hamburg, Edgerton (Wisconsin) High School  
Leland Hess, Illinois State Normal University, Normal,  
Ill.  
John Michaelis, University of California, Berkeley  
Frederick H. Stutz, Cornell University  
J. Owen Thomas, Gompers General Vocational High  
School, Baltimore, Md.  
Lewis Paul Todd, Editor, *Social Education*

#### CURRICULUM

This committee has been responsible for the Curricu-  
lum Series of the NCSS, has provided articles for *Social  
Education*, and has worked on occasional publications of  
the NCSS. It had a general committee meeting in Febru-  
ary, 1951. The committee has several major projects "in  
the works," as described in the columns of "Notes and  
News."

Helen McCracken Carpenter, New Jersey State Teachers  
College, Trenton, Chairman  
Marlow A. Markert, Washington University, St. Louis,  
Vice-Chairman  
Maurice Ahrens, Corpus Christi (Texas) Public Schools  
Everett Augspurger, Cleveland (Ohio) Public Schools  
Frank J. Dressler, Jr., Buffalo (New York) Public  
Schools  
Harold D. Drummond, George Peabody College for  
Teachers, Nashville

<sup>1</sup> For this story, see pages 147-149 of this issue of *Social  
Education*.

William B. Fink, Plainfield (New Jersey) Public Schools  
Millicent Haines, Milne School, Albany, New York  
Eunice Johns, Horace Mann High School, Gary, Indi-  
ana  
Stella Kern, Chicago (Illinois) Public Schools  
Ole Sand, Wayne University, Detroit

#### NOMINATIONS

This committee makes nominations for the annual elec-  
tion of officers. It carries on correspondence prior to the  
annual meeting, and usually has several sessions at the  
annual meeting. Two members are appointed each year  
for a three-year term. The Second Vice-President is a  
member *ex officio* with the power to vote if there is a tie.

I. James Quillen, Stanford University (1952), Chairman  
W. Linwood Chase, Boston University (1952)  
Burr Phillips, University of Wisconsin (1953)  
Edith West, University High School, Minneapolis (1953)  
Mary Keltz, Washington, D.C. (1954)  
Dorothy Pauls, Soldan High School, St. Louis, Mo. (1954)  
Dorothy McClure Fraser, Second Vice-President, NCSS,  
*ex officio*

#### PUBLICATIONS

This committee is responsible for the publications of  
the NCSS. In the Publications-Curriculum Planning Com-  
mittee it considers a publications program for the year,  
then carries out the program. It invites authors, makes  
recommendations, and reads manuscripts with a view to  
publication. It does not write, but supervises all aspects  
of the publications program.

Edwin R. Carr, University of Colorado, Chairman (1953)  
Edith West, University High School, Minneapolis (1952)  
Allice W. Spieseke, Teachers College, Columbia Uni-  
versity (1954)

#### RELATIONS OF STATE AND LOCAL COUNCILS TO NCSS

This committee has been an *ad hoc* committee for  
several years. The 1951 Board voted to make it a Stand-  
ing Committee. It is preparing a booklet for state and  
local councils, and plans to develop closer working rela-  
tions between local and state councils and the NCSS.

Harry Bard, Baltimore (Md.) Public Schools, Chairman  
Dorothy McClure Fraser, Second Vice-President, NCSS,  
Vice-Chairman, *ex officio*  
Merrill F. Hartshorn, Executive Secretary, NCSS, *ex  
officio*

Isidore Starr, Brooklyn Technical High School, New  
York City  
J. R. Skretting, University High School, Argo, Ill.  
Leona Winner, St. Paul (Minnesota) Public Schools  
James K. Felts, High School, Monticello, Ill.  
Ruth O. M. Anderson, Norwich Free Academy, Norwich,  
Conn.  
Harold M. Long, High School, Glens Falls, N.Y.  
William Dunwiddie, High School, Neenah, Wis.  
Forrest M. Boyd, Miami Senior High School, Miami,  
Fla.

#### Ad Hoc COMMITTEES

Some committees are appointed for specific  
tasks which are to be completed within a year or  
two. Sometimes the work lasts longer than  
planned, and sometimes the committee finds that  
a standing committee should be appointed to



carry on the work suggested by the *ad hoc* committee.

#### BUSINESS SPONSORED MATERIALS

Businesses publish material which may be distributed and used by schools. Both educators and business representatives are interested in a consideration of problems related to the production, distribution, and use of such materials in schools. This committee has been considering these problems, has examined a program of cooperation worked out by science teachers, and has considered the preparation of criteria for the preparation and use of business-sponsored materials. It may be that this committee will decide the job cannot be done within our resources and will make recommendations as to what steps should be taken to meet the needs in this area.

Howard R. Anderson, U.S. Office of Education, Washington, Co-Chairman

Merrill F. Hartshorn, Executive Secretary, NCSS, Co-Chairman

Hall Bartlett, Citizenship Education Project, New York  
Betty Barton, New York State School of Industrial Labor Relations, Cornell University

James Burkhart, Stephens College, Columbia, Mo.

Elburt Burr, International Harvester Company, Chicago

Stanley E. Dimond, University of Michigan

Warren Nelson, Hill and Knowlton, New York

Ruth Robinson, Cleveland (Ohio) Public Schools

#### COMMISSION ON A POLICY STATEMENT FOR THE NCSS

This committee was created by the 1950 Board to develop a statement to take the place of "The Social Studies Look Beyond the War." It is hoped that the Commission will be able to meet during the current year and propose a statement to the annual meeting.

W. Francis English, University of Missouri, chairman

Jack Allen, George Peabody College for Teachers

Kenneth Cooper, George Peabody College for Teachers

Ruth Ellsworth, Wayne University, Detroit

Lawrence Giles, University of Illinois

Lawrence O. Haaby, University of Tennessee

James G. Harris, State Teachers College, St. Cloud, Minn.

Manson Jennings, Teachers College, Columbia University

Dorothy Pauls, Soldan High School, St. Louis, Mo.

Ruth Robinson, Cleveland (Ohio) Public Schools

Stanley Wronski, Boston University

#### ELECTION PROCEDURE

This committee was appointed in 1947 to consider a new election procedure. Various proposals have been considered, and the committee is working on a plan for mail balloting. It is hoped that a constitutional amendment may be proposed at the Dallas convention.

Stanley E. Dimond, University of Michigan, Chairman  
Raymond Brown, Los Angeles (California) Public Schools

Howard Cummings, U. S. Office of Education, Washington

John H. Haefner, University High School, Iowa City

Jonathon McLendon, University of Alabama

Robert H. Reid, National Education Association, Washington

Paul Seehausen, Valparaiso University

#### RELATIONS WITH OTHER SOCIETIES

Relations with the learned societies and others have depended upon the work of the Executive Secretary and President. Since cooperation in programs must be begun six or eight months before conventions, some continuing attention needs to be given. This committee will be made up of two members from each of the several societies. It is hoped that one of the two will be a member of the Board, although as yet that has not been possible. This committee's functions may be merged with one of the standing committees if it finds overlapping functions.

Julian C. Aldrich, New York University, Chairman

W. Francis English, University of Missouri

John L. Harr, Northwest Missouri State College, Maryville

Merrill F. Hartshorn, Executive Secretary, NCSS

Erling M. Hunt, Teachers College, Columbia University

Robert Keohane, University of Chicago

Clyde F. Kohn, Northwestern University

Lawrence E. Leamer, Harpur College, Endicott, N.Y.

J. Richard Wilmeth, State University of Iowa, Iowa City

Katheryne Thomas Whittemore, New York State University for Teachers, Buffalo

#### STUDENT EXCHANGES WITHIN THE UNITED STATES

Eldon W. Mason, Chairman of this committee, has for a number of years been interested in programs of community visitation. To explore this problem further, an *ad hoc* committee was set up by the 1950 Board.

Eldon W. Mason, American Junior Red Cross, Midwestern Area, St. Louis, Mo., Chairman

Harold L. Smith, Theodore Roosevelt High School, Wyandotte, Mich.

Hazel Phillips, Argo Township High School, Argo, Ill.

#### STUDY OF GERMAN TEXTBOOKS

This committee was created by the 1950 Board to cooperate with a counterpart organization in Germany. Each committee reads and criticizes constructively textbooks in the other language. Three members of the committee worked on this project in Germany during the summer of 1951. There will be a joint report in German and English when the project is completed.

Burr W. Phillips, University of Wisconsin, Chairman

Chester Easum, University of Wisconsin

Robert LaFollette, State Teachers College, Muncie, Ind.

(on leave in Germany, 1951-1952)

Walter Mohr, George School, Pa.

Elmer Pfeiffer, Detroit (Michigan) Public Schools

Fremont Wirth, George Peabody College for Teachers

### Decatur

Chris A. DeYoung, Professor of Education at Illinois State Normal University, was the speaker for the January meeting of the Decatur (Illinois) Council for the Social Studies. About eighty teachers and friends heard Dr. DeYoung describe, with the aid of colored slides, his recent trip around the world. Dr. DeYoung returned to the University in September after two years' leave of absence spent on educational missions in both Asia and Europe. He was a Fulbright lecturer at

the Central Institute of Education, University of Delhi, Delhi, India, and served as educational consultant in Germany.

Dr. DeYoung spoke of four indelible impressions that were left with him as a result of this trip: This is an *old* world; it is a *new* world; it is a divided world; it is becoming *one* world educationally. Rome and Egypt reminded him of how ancient the world is. Indonesia, Pakistan, and Burma, all new nations, reminded him of how new the world is. The internal divisions of many countries—China, India, England—reminded him of the critical cleavages throughout the world. The old, the new, and the divided world must be made one educationally, Dr. DeYoung pointed out. WOTP and UNESCO are helping in this regard, but the real challenge is one for social studies teachers and all other educators of the world.

M.R.M.

### Connecticut

The Connecticut Social Studies Teachers Association held luncheon meetings in New Haven and Hartford for Connecticut teachers on Convention Day, October 26, 1951. Mrs. Katherine Vargas, Williams Memorial Institute, New London, President of C.S.S.T.A., presided at the New Haven meeting. Arrangements for the meeting were made by George W. Kennedy, New Haven High School. Richard Walker spoke on "The New Yale Program for the Social Studies Teacher." Dr. Walker has done work on Far Eastern questions at the Pentagon, and taught last June in the New Yale seminar.

Howard Goody, Hall High School, West Hartford, was in charge of the Hartford Luncheon Meeting. Professor Nicholas Golub of the Russian Department at the University of Connecticut spoke on "Education in Russia." Having lived in Russia until 1945, Dr. Golub was well qualified to describe the evolution of education under Communist rule.

Both section meetings voted to admit students in Connecticut teacher training institutions to associate membership in C.S.S.T.A. on payment of a fifty cent fee.

M.H.

### Iowa

The Iowa Council for the Social Studies held its annual luncheon and business meeting in Des Moines on November 2, 1951. About two hundred members were present. The business meeting was featured by the presentation of annual reports, the election of officers for the new year, and plans for the Iowa breakfast held in conjunc-

tion with the National Council's convention in Detroit. The Iowa Council is proud of its breakfast, the only one of its kind scheduled for the national meeting. The first was held at Minneapolis in 1950, and plans are under way for a third to be held at Dallas in 1952.

The luncheon speaker was George Renner, Teachers College, Columbia University. Dr. Renner spoke to the group on the "Political and Military Geography of the War in Korea and its Educational Implications."

All standing committees of the Iowa Council met at the time of the annual meeting. Those meetings were the occasion of much long range planning and much constructive work was done toward setting up a new membership campaign and with regard to the future issues of the *Councilor*.

M.S.

### NCSS Annual Business Meeting

The February and March issue of *Social Education* reported on parts of the agenda of the National Council for the Social Studies Annual Business Meeting held in Detroit, November 23, 1951. Following are the reports of the Publications Committee and the Membership Committee and Academic Freedom Committee.

### Publications

Edwin R. Carr, chairman of the Publications Committee, reported on the activities of that committee. A digest of his report follows:

"Nine items were published by the Council during 1951. These included the 21st Yearbook, *The Teaching of Contemporary Affairs*; two bulletins, *Guide to Reading for Social Studies Teachers*, and a revised edition of *Parties and Politics in the Local Community*; four "How To Do It's," on motion pictures, recordings, oral reports, and cooperative planning; Curriculum Series Number 6, *Social Studies for Young Adolescents*; and the *Fire Safety Bulletin for Senior High Schools*, a joint effort of the Council and the NEA.

"Expected to be published during 1952 and early 1953 are two yearbooks, the 22nd, *Education for Democratic Citizenship*, which will appear shortly, and the 23rd, *The Teacher of the Social Studies*; four bulletins, whose titles are not certain, but which will deal with imaginative literature and the social studies, with group processes in social studies classrooms, with the use of pamphlet and related materials, and with the use of source materials in teaching history; "How To Do It's" on government documents,

still pictures, field trips, controversial issues, objective tests, cataloguing community resources, and studying a class. Other items may be added to this group before the year is over.

"The 24th Yearbook, to be published in 1953, will deal with social studies skills, and the 25th is tentatively scheduled to treat the problem of the slow learner. A number of other items are in the 'thinking' stage. Members of the Council are urged to communicate their ideas regarding needed publications to members of the Publications Committee: Edwin R. Carr, University of Colorado; Edith West, University of Minnesota; and Alice Spieseke, Teachers College, Columbia University."

### Membership

Robert H. Reid, chairman of the membership committee, challenged the present membership to lend further support to their professional organization. Following is a digest of his report.

"We need members.

"Those of us who are interested in promoting memberships are aware that fewer than 15 percent of all social studies teachers are members of the National Council for the Social Studies. Services to members are the backbone of a professional organization. What has been the National Council record?"

"In 1921 when the Council began to function, members received the *Historical Outlook* and permission to attend a small section meeting at Atlantic City. Dues were \$3.00 a year.

"Ten years later members received the *Historical Outlook*, the First Yearbook, Annual Bulletins and were admitted to joint meetings of the National Education Association and of the American Historical Association. The first major conference of the Council was held in New York in 1935. In 1937 *Social Education* began publication. Dues were still \$3 a year.

"By 1941 the first paid Secretary in the new home of the Council at NEA headquarters in Washington, D.C., was sending to members *Social Education*, a Yearbook, a curriculum series, as well as other services. Major yearly conferences were now well established. The dues were still \$3 a year and remained so for the first 26 years of the Council's existence.

"In 1947 dues were raised to \$4 a year. This 33-1/3 percent increase contrasts with the 125

percent rise in the costs of running the Council.

"In 1951, for \$4, members received the following: 8 issues of *Social Education*, a Yearbook, special mailings, a major annual conference, attended by one out of every four members, and such other activities as close liaison with the work of governmental agencies, UNESCO, and local and regional Councils. The Council also provides an effective voice for teachers of the social studies in national and international affairs.

"The major development of the last decade has been the growth in numbers and in interest in local and regional social studies councils. This growth has *not* reflected itself in increased memberships in the National Council for the Social Studies. If services to members are to continue to grow, rather than diminish, we must increase the number of members in the Council.

"How many members have you obtained for the National Council for the Social Studies recently?"

### Scandinavian Tour

An exceptional opportunity to travel through Scandinavia and to live for three weeks in the homes of Scandinavian teachers is available this summer to a *limited number* of qualified teachers. This tour is sponsored by the NEA Travel Division, and was planned in cooperation with the National Council for the Social Studies. Arrangements for the trip, as well as for an additional two weeks in England and France, have been made by the Danish Society in cooperation with the Swedish Institute and the Norwegian Ministry of Foreign Affairs.

Teachers interested in participating should write to the NEA Travel Division at the address given above. Since the invitation is open to only 25 teachers, an immediate inquiry is advisable. The total cost, including round trip Tourist airfare from New York, registration fee, meals, lodging, and all transportation is approximately \$750.

All social studies teachers and social studies organizations are invited to send in material for these columns. Send in Notes on the activities of your school or organization and other items of general interest to social studies teachers. Mail your material as early as possible to Merrill F. Hartshorn, Executive Secretary, National Council for the Social Studies, 1201 Sixteenth St., N.W., Washington 6, D.C. Contributors to this issue: Melvin R. Matthew, Muriel Hart, Marguerite Skilling.



# Pamphlets and Government Publications

Ralph A. Brown

## Human Rights

In this era of atomic bombs, jet-propelled planes, and human fear and uncertainty, it is very easy to overlook the importance of our tradition of freedom and the place which respect for human dignity can have in winning an ideological war. Wilhelmina Hill and Helen K. Mackintosh have written a pamphlet that social studies teachers should read and ponder: *How Children Learn About Human Rights*—Bulletin 1951, no. 9, Federal Security Agency. 16 p. (Superintendent of Documents, Washington, D.C. 15 cents).

Galen Jones notes in the foreword that the authors are "concerned with the concept of human rights in the classroom, in the school, at home, and in the community." Although the discussion is directed toward the classroom teachers primarily, principals, supervisors, administrators, and parents who want children to succeed in all the activities of everyday living, and who want to see children emotionally and socially well-adjusted, should find the bulletin profitable reading.

The pamphlet opens with a discussion of how to use situations that involve human rights. "Teachers need to realize," the authors believe, "that when the child comes to school he brings attitudes that are good toward some people, bad toward others. *Teachers* must accept each child as he is, and expect that in a classroom which is organized in a democratic way, he can learn gradually that every person has rights that must be recognized and protected." Suggested situations include: a new child enters school; visitors come from other countries; solving group problems in human rights and responsibilities; and using books and stories to build attitudes and understandings.

Under the heading, "What learnings can be expected of children?" the authors discuss "The Time to Begin," and "As Children Grow Older." The Universal Declaration of Human Rights is reproduced and there is a lengthy discussion of what some schools are doing about the Declaration. There is also a useful list of sources and material.

## Sources of Materials on Human Rights

Teachers interested in exploring the subjects discussed in the pamphlet described above will find that reference materials on human rights can be secured, either free or at small cost, from the addresses listed below:

Robert H. Reid, Committee on International Relations, National Education Association, 1201 Sixteenth St., N.W., Washington 6.

Division of Public Liaison, Office of Public Affairs, Department of State, Washington 25.

Foreign Policy Association, 22 East 38th St., New York 16  
Office of Education, Federal Security Agency, Washington 25.

UNESCO Relations Staff, Department of State, Washington 25.

United Nations Department of Public Information, United Nations Headquarters, 42nd St. and First Ave., New York 17.

United States Mission to the United Nations, 2 Park Ave., New York 16.

## Headline Series

The Foreign Policy Association, 22 East 38th St., New York 16, has revised its publication program. The newer pamphlets in the *Headline Series* are more attractive in appearance and more readable for the average student than were the numbers in the same series in past years. The *Foreign Policy Bulletin* has also been revised in content and format as well as in schedule. The last three numbers in the former series are particularly timely (35 cents each).

Emil Lengyel and Ernest O. Melby have written *Israel; Problems of Nation-Building*. The bulk of the 61-page pamphlet is devoted to Mr. Lengyel's discussion of the many problems that did, and still do, confront the new nation. Mr. Melby's contribution is a brief but provocative analysis of Israel as a "Laboratory of Human Relations."

Dexter Perkins' *The Story of U. S. Foreign Policy* has a supplementary essay by James Bryant Conant on "Our Future in the Atomic Age." This is, perhaps, one of the most useful of all the numbers in the *Headline Series*, a series that includes over 90 pamphlets. Students in high school and college classes in American history will

profit from exposure to Mr. Perkins' brief analysis. The eight-page essay by President Conant is useful for both teacher and student.

Ninety-first in the *Headline Series*, not yet seen by this writer but to be issued a month or more before this notice appears in print, is Harold Isaacs' *Africa: Focus of Unrest*.

## Your Students and the United Nations

Three recently issued government pamphlets are valuable in any discussion of world organization in general or the United Nations in particular. All are the product of the U. S. National Commission for UNESCO.

*A Junior High School Looks at UNESCO*. November, 1951. 26 p. Department of State Publication 4380. Superintendent of Documents, Washington 25, D.C. 15 cents. Here is the story of a project undertaken by a group of students at Alice Deal Junior High School in Washington. Its purpose was to find out first if, and then how, UNESCO could become a living reality to boys and girls in the seventh, eighth and ninth grades. The booklet reports high points of class discussions, records some criticism of the UNESCO program, and traces the step by step development of the work unit. The pamphlet also outlines a plan which the pupils undertook to acquaint their schoolmates with the work of the international organization and reviews the results of this study. The text includes winning essays, a portion of a school play, and a list of materials suggested for further information.

*A Discussion Guide on the United Nations As An Instrument of Collective Action Against Aggression with Specific Reference to Korea*. October, 1951. 48 p. Department of State Publication 4287. Superintendent of Documents, Washington 25, D.C. 20 cents. Public school teachers have often complained, and usually with correctness, that Department of State publications were not useful with any but the more brilliant students. This discussion guide, "aimed particularly at advancing thinking and discussion about the problems of collective security," is a very pleasant exception: it is readable, well printed, suggestive and stimulating.

*The United Nations and You*. October, 1951. 49 p. Department of State Publication 4289. Superintendent of Documents, Washington 25, D.C. 30 cents. This contains much useful information. Unfortunately it would seem that teachers must read, digest, and rewrite or rearrange this before it can be used to maximum advantage by public school students.

## Peep-Holes in the Iron Curtain

Writing of the barrier imposed by the Iron curtain, George S. Counts notes that "as long as the Soviet voice passes uncensored over the air waves to the West or Soviet publications find their way into the free world, we need not be wholly ignorant of what is going on in the land of Lenin and Stalin. . . . Peculiarly revealing is the literature of Soviet education and scholarship. In a totalitarian state, even more than in a free society, the prevailing modes of thought, political forms, and ethical ideas are clearly reflected in its educational practices and the writings of its scholars." Dr. Counts is thus indicating the importance of his 48-page pamphlet, *American Education Through the Soviet Looking Glass; An Analysis of an Article by N. K. Goncharov Entitled "The School and Pedagogy in the U.S.A. in the Service of Reaction"* (Teachers College Bureau of Publications, New York 27. 50 cents). Better than average high school students will find this a challenging booklet; social studies teachers, at all grade levels, should place it on their "must" list.

## Improving Class Discussions

To an adult who is continually exposed to discussion programs that usually splutter and die out, it will not be surprising that social studies teachers are often inadequate as discussion leaders. Yet as long as group discussion remains an important part of free action, schools must continue to try to develop skills in the area. W. Russell Shull's *Techniques of Discussion With Teen-Agers* (National Forum, 407 S. Dearborn St., Chicago 5. 50 cents) is a very helpful, 32-page booklet.

## Current Topics

Social Studies teachers sometimes complain about the—as they see it—generous appropriations for materials for the science laboratory and the niggardly appropriations for materials other than texts for the social studies classroom. It is probably true that the vast majority of boards of education, and perhaps even the majority of school superintendents, do not realize the desirability of a wide variety of materials in the social studies classroom. Yet it is also true that few social studies teachers make full use of free and inexpensive materials.

A case in point is the series of pamphlets known as *Armed Forces Talk* (Superintendent of Documents, Washington 25, D.C. 5 cents each;

yearly subscription of 36 issues, \$1.50). The latest issues are:

- No. 381 Aug. 10, 1951—*The New Draft Law and You.*
- No. 382 Aug. 17, 1951—*The New Italy.*
- No. 383 Sept. 7, 1951—*Africa Looks Forward.*
- No. 384 Sept. 14, 1951—*Why Quit Learning?*
- No. 385 Sept. 21, 1951—*Our Neighbors 'Down Under.'*
- No. 386 Oct. 5, 1951—*Peace for the Long Haul—A Treaty With Japan.*
- No. 387 Oct. 12, 1951—*What if War Hits Our Homes?*
- No. 388 Oct. 19, 1951—*Mao, Chiang, and China.*
- No. 389 Nov. 2, 1951—*Communism: The What and How.*
- No. 390 Nov. 9, 1951—*Armed Forces in a Democracy.*
- No. 391 Nov. 16, 1951—*India—Oriental 'Third Force'.*
- No. 392 Dec. 7, 1951—*The American Way of Life.*
- No. 393 Dec. 14, 1951—*What Plans for Europe's Defense?*

### Morality in Government

The reprint of the October 28 broadcast of the Chicago Round Table (University of Chicago, Chicago 37. 10 cents) would seem especially timely. It contains the radio discussion of "Moral Standards and Government Corruption" by Paul H. Douglas, John Nuveen and T. V. Smith, together with selections from *Ethical Standards in Government*.

### On European Governments

Number 11 in the Oxford Social Studies pamphlets is Samuel Steinberg's *European Governments and Politics* (Oxford Book Co., 222 Fourth Ave., New York 3. 30 cents). This 90-page pamphlet devotes attention to the governments and political structures of Great Britain, France, Scandinavia, Switzerland, Belgium, Holland, Germany, Italy, Spain and Portugal. It provides much information not easy to obtain where library resources are limited.

### Vocational Opportunities

Whether in the ninth grade vocational civics program or in the twelfth grade problems course, many teachers will be able to make good use of *Ever Widening Horizons* (National Urban League, New York 10. 25 cents). This is the story of "The Vocational Opportunity Campaigns; An Important Phase of the Urban League's Program." This 30-page pamphlet would prove especially valuable to groups studying the race problem.

### Coal in Our Industrial Life

The Bituminous Coal Institute, Southern Building, Washington 5, will send free copies of *Powering America's Progress*. This 52-page, well printed booklet is a reprint of the 1951 Bituminous Coal Annual.

PAMPHLET MATERIALS ON PROBLEMS OF YOUTH  
American Social Hygiene Association, 179 Broadway, New York 19.

#### Social Hygiene Pamphlets

- No. 626 *From Boy to Man.* 1944. 16 p. 10 cents.
- No. A-604 *Health for Girls.* 1950. 23 p. 10 cents.
- No. A-644 *Dating Do's and Don'ts for Girls.* 1949. 4 p. 5 cents.
- No. A-722 *Boys on the Beam.* 1949. 8 p. 5 cents.
- No. 853 *The Question of Petting.* 1951. 16 p. 10 cents.
- No. 972 *Betrothal.* 1949. 16 p. 10 cents.
- No. A-542 *Marriage and Parenthood.* 1949. 16 p. 10 cents.
- No. A-735 *Dates and Dating.* Y.W.C.A. 1949. 35 p. 25 cents.
- No. A-787 *Behavior in Courtship.* 1950. 8 p. 5 cents.
- No. 778 *A Formula for Sex Education.* 1950. 12 p. 5 cents.
- No. 971 *Sex Instruction in Public Schools.* 1936. 10 p. 10 cents.
- No. A-349 *Social Life for High School Boys and Girls.* 1941. 11 p. 10 cents.
- No. A-392 *Education for Human Relations and Family Life on the Secondary School Level.* 1951. 24 p. 15 cents.
- No. A-601 *Education and Guidance Concerning Human Relations.* 1945. 4 p. 10 cents.
- No. A-639 *Human Relations Education.* 1951. 74 p. 50 cents.
- No. A-715 *Education for Personal and Family Living.* 1949. 20 p. 15 cents.
- No. A-765 *Education for Family Living.* 1949. 40 p. 35 cents.
- No. A-792 *Parent-Teacher Guidance in Social Hygiene Education for Family Life.* 1950. 35 p. 35 cents.
- No. A-798 *The Common Ground in Family Life Education.* 1950. 20 p. 20 cents.

The Horn Book, Inc., 248 Boylston St., Boston 16. The following reprints:

- Margaret B. Evans, "Some Problems in Modern Book Illustrations." 11 p. 15 cents (10 cents in lots of 10 or more copies).
- Evelyn H. Hunt, "The Joy That Music Can Give." 8 p. 15 cents.
- Elizabeth Connell Reed, "Of Reading With My Children." 6 p. 10 cents.
- Eulalie Steinmetz, "Storytelling vs. Recordings." 12 p. 15 cents.

National Association of Manufacturers, 14 West 19th St., New York 20.

- Your Future Is What You Make It.* 32 p. 5 cents
- Your Opportunity in Management.* 32 p. 5 cents

National Recreation Association, 315 Fourth Ave., New York 10.

- Suggestions for Youth Recreation Programs. 8 p. 10 cents.
- Teen Age Centers.* 21 p. 10 cents.
- A Youth Center that Flourishes—Manitowoc, Wisconsin.* By A. J. Schara. 2 folio pages. 10 cents.
- Youth Clubs for Teen-Agers.* 4 p. 10 cents.
- "Youth Out of Doors." Mimeographed. 5 p. 15 cents.



# Sight and Sound in Social Studies

William H. Hartley

## Film of the Month

*World Trade For Better Living*. 16 minutes; black-and-white; purchase price, \$85; rental for one to three days, \$4.50. Encyclopaedia Britannica Films, Inc., Wilmette, Ill.

Here is an authoritative and dramatic motion picture specifically designed to explain the fundamentals of international trade to boys and girls of the junior and senior high school level. Its theme, generalized and then specifically illustrated, is that a rising level of trade between the countries of the world contributes to the welfare of the world's peoples.

Through the use of dramatic action, direct narration, and animated drawing, *World Trade For Better Living* illustrates the motive and principles of world trade and the problems which have arisen in connection with it. The obstacles which tend to prevent the increase of world trade are realistically pictured. On the other hand, the policies which contribute to a world trade with greater freedom, greater volume, and better balance are carefully explained.

The film opens with the scene of a freighter unloading in a United States port. Speaking directly to the audience, the Captain tells his viewers that "Most folks couldn't live the way they do without world trade." He then illustrates this point by showing how our economy depends upon imports and exports. The world community is compared to a local community to show how nations as neighbors depend upon each other. Then he shows how other countries are affected by trade. The scene switches to Latin America and a representative business man tells how his country must trade to live better. We hear from Europeans and natives of India. Each explains what world trade means to him. We see how close we are aligned economically with the world's people and how their daily welfare and ours depend upon mutual help through the channels of trade.

With the orientation provided by hearing about and seeing the effects of world-wide trade, matters such as the protective tariff, trade restrictions, the use of human and national resources now take on new meaning. The film provides needed data on these matters and on such

subjects as differing standards of living, areas of production and trade centers. Some of this data is furnished by animated maps, some by charts, and still other facts are presented through pictures and narration.

Problems courses, work in geography, and modern history courses will be vitalized through the use of this film. There are discussion stimulating scenes, illuminating narrative and the presentation of varying points of view. Its conclusion is hopeful. It stresses the fact that we can build a better world. We have the tools, the machines, the resources, we have the will and the opportunity, we need to have the will to build a freedom for all people to exchange and to enjoy the fruits of their labor.

## Recent 16-mm. Sound Films

British Information Services, 30 Rockefeller Plaza, New York 20.

*As Old As The Hills*. 10 minutes; rental, \$2.50. A history of oil from dinosaur days to the sinking of a present day oil well. The major emphasis is on oil as a geologized phenomenon, ending with the idea that "all over the world men are striving to find fresh reserves to meet the needs of a better tomorrow."

*British Infantry*. 9 minutes; rental, \$1.50. This documentary shows the infantry to be virtually the most important branch of the army. It presents a factual record of the rigorous training undergone by these men of the infantry prior to their entry into the Korean conflict.

*Keeping The Peace*. 10 minutes; rental, \$1.50. Gives the complete background of the Atlantic Pact and the international cooperation which helped mold it into what may prove to be the most powerful defensive weapon in our history. *Keeping The Peace* offers background for an understanding of today's problems through its scenes on the pooling of resources, land and sea exercises, setting up the western union military headquarters at Fontainebleau and the conference of key figures in the alliance.

CIO Film Library, 718 Jackson Place, N.W., Washington 6, D.C.

*Union And Community*. 18 minutes; rental \$2.00. The story of a CIO local union community service program. This film was produced by the U. S. Army for use in its education program.

Dimensions Inc., 2521 Sixth Ave., Seattle 1, Washington.

*Dances of the Kwakiutl*. 10 minutes; color; rental, \$4.50. The dances of the Indians of Vancouver Island in British Columbia. The selection represents a few of the dances

that have persisted in family lives to the present day.

*Ft. Rupert.* 15 minutes; color; rental, \$5.00. Two villages celebrate together memories of the potlatch and the winter ceremonials. The masked dancers perform, women sing soothing songs, and the old men beat old rhythms.

*The San Juans.* 25 minutes; color; rental, \$5.00. Traces the history and present day life on nearly two hundred small islands off the coast of Washington.

McGraw-Hill Book Co., Inc., 330 West 42nd St., New York 36.

*Japanese Family.* 23 minutes; sale, \$125. The story of the Kawai family, silk weavers of Kyoto. Filmed in post-war Japan, it reports the everyday events of modern family life. We see home weaving, preparation of meals, and a New Year celebration.

*Mount Vernon In Virginia.* 22 minutes; sale, \$85. A documentary on Mount Vernon as seen through the eyes of George Washington as he returned home after a long absence as Commander of the Revolutionary Armies. George Washington is shown in the role of the gentleman farmer, the plantation manager, and the devoted husband.

*Pacific Island.* 18 minutes; sale, \$100. A film on the peoples of a typical coral island—Likiep, one of the Marshall Islands group. Shows a sailing, fishing, boat building, basket weaving and village life.

*Peiping Family.* 21 minutes; sale, \$100. Life in a middle-class Chinese family. Purchase of food from peddlers, children at play and at school, a birthday celebration and a trip to a temple.

*Sampan Family.* 16 minutes; sale, \$100. A visit to the Ling family on the Min River. We watch the daily fishing, life aboard the small boat, and the ways of the family.

Modern Talking Picture Service, Inc., 903 Fifteenth St., N.W., Washington 5, D.C.

*Dawn of Better Living.* 15 minutes; color; free loan. The development of housing from the early ages to the home of tomorrow.

*Money at Work.* 15 minutes; free loan. The operation and importance of the New York Stock Exchange.

*Time.* 20 minutes; free loan. Traces the progress in the measurement of time from the sundials of the ancients to the present day.

Princeton Film Center, Box 431, Princeton, N.J.

*On the Track.* 18 minutes; color; free loan. An historic treatment of the rise of the American railroad.

*Place Called Home.* 21 minutes; color; free loan. The story of one boy's experience at Boy's Town. It is an interesting and factual presentation of the splendid work which is being done at this institution.

Sterling Films, Inc., 316 West 57th St., New York 19.

*Louis Pasteur—Man of Science.* 27½ minutes; sale, \$100. A dramatization of Pasteur's contribution to modern medicine and science.

Tantamount Pictures, Box 1492, Richmond, Va.

*Pocahontas.* 30 minutes; color; rental, \$12. The story of the leader of the Indians in colonial Virginia.

Young America Films, Inc., 18 East 41st St., New York 17, N.Y.

*Antony and Cleopatra.* 30 minutes; sale, \$117.50. A screen presentation of the Shakespearean tragedy.

*Julius Caesar.* 30 minutes; sale, \$117.50. A condensation of one of Shakespeare's greatest biographical tragedies.

## Then and Now in the United States

Last November, at the Detroit meeting of the National Council for the Social Studies, the editor of this department heard several references to a new and unusual set of filmstrips which were being displayed by the Silver Burdett Company, 45 East 17th St., New York 3. A participant in one section meeting called them the best filmstrips ever produced. This seemed strong praise indeed and our curiosity was aroused. Since that time I have had the opportunity to try out the series with classes of middle grade and junior high school youngsters. The Silver Burdett filmstrips are good, they're very good, they're excellent.

"Then and Now in the United States" is the title given to the series of filmstrips of which twelve individual subjects have already been issued. According to the publisher, the objectives toward which these filmstrips are aimed are to show where the regions of the United States are located, what kind of a place each is, what big things men have done in each particular environment, and how what occurred in the past helps to explain present-day life in the region. The filmstrips succeed in accomplishing what they set out to do.

Each filmstrip consists of a series of color drawings by Milo Winter, based upon careful research directed by Clarence W. Sorensen. Probably the coverage of the strips may best be pointed out by brief reviews of each strip.

*Then and Now in New England.* 43 frames. Maps locate the region and show its general nature. The history of its exploration and settlement is traced. The final scene shows modern industry, trade routes, and scenic beauties in New England.

*Then and Now Along The Main Street of the East.* 39 frames. This strip treats the narrow strip of coastal land leading from New York to Washington, D.C. It locates the rivers, bays, early settlements, roads, canals and principal cities. It shows how, as transportation improved, the cities grew and trade and manufacturing grew along with them.

*Then and Now in the Appalachian Mountains.* 41 frames. Following the pattern of the other strips, the area is located, every settlement is shown, the development of industry in the area is traced, the place of the early fur trade is pointed out. Then modern transportation and modern industry help to show the importance of the area to our present-day life.

*Then and Now On The Great Lakes Waterway.* 98 frames. Answers the questions, where are the Great Lakes, why they were important to our country, and how have they influenced our nation's growth? Traces the rise of

Detroit, cially go waterway  
Then  
the co  
board at  
to a lan  
ing larg  
the farm  
Then  
Stretchin  
"Dairy  
streams  
a dairy  
America  
in cities  
Then  
the four  
plantati  
food cro  
farms g  
forests,  
Then  
the ten  
the cott  
dom" in  
since th  
life on  
southern  
ports us  
Then  
Beginni  
stream,  
time of  
the riv  
growth  
river tr  
Then  
Rising  
seven d  
exploite  
ing rise  
the lan  
thority  
Modern  
Then  
peninsu  
to the  
the dev  
the rail  
of settle  
are Ta  
Petersb  
Then  
est state  
days, t  
States,  
the gro  
fields, t  
ness. Sc  
and For  
The  
when  
sell fo  
count

Detroit, Chicago, Duluth, and Cleveland. Has an especially good sequence on the growth of the great inland waterways.

*Then and Now In The Corn Belt.* 40 frames. This is the cornbelt, looking from the air like a great checker board and growing with America from a land of Indians to a land of prosperous farms, towns, and cities depending largely on corn and on modern machinery used on the farms.

*Then and Now in The Midwest Dairy Lands.* 40 frames. Stretching from Minnesota across to lower Michigan, the "Dairy Belt," a hilly, forest-covered land with many streams and lakes, changes from a fur trading region to a dairy land furnishing dairy products to the cities of America. The process of dairying and life on farms and in cities is pictured.

*Then and Now in The Old South.* 44 frames. Shows the founding of Jamestown, the rise of tobacco culture, plantation life, rice growing, the raising of indigo and food crops, the coming of the cotton kingdom, modern farms growing peanuts, vegetables, the importance of forests, rise of textile mills, and the culture of the people.

*Then and Now in The Cotton Belt.* 41 frames. Locates the ten states in the cotton belt, traces the growth of the cotton culture, shows the place of the "cotton kingdom" in the pre-Civil War United States, shows the change since the Civil War, brings a realistic understanding of life on a modern cotton farm, deals with the problem of southern agriculture, and shows how local mills and exports use the cotton.

*Then and Now Along the Lower Mississippi.* 42 frames. Beginning where the Ohio River flows into the main stream, this strip traces the history of this area from the time of DeSoto to the present. The importance of rice, the river traffic and sugar plantations are shown. The growth of New Orleans and the changing nature of the river traffic are threads which run through the filmstrip.

*Then and Now In The Tennessee Valley.* 43 frames. Rising in the Appalachians and draining the land in seven different states, this area is seen being settled and exploited. The growth in river traffic, with the accompanying rise of cities and industries is shown. The erosion of the land and the work of the Tennessee Valley Authority in grappling with this problem is clearly depicted. Modern farming, lumbering, and industries are pictured.

*Then and Now in Florida.* 44 frames. Here is shown the peninsula of Florida from its settlement by the Spaniards to the prosperous farms and resorts of today. We see the development of the citrus fruit industry, the effect of the railroad and steamship upon the area, and the spread of settlement throughout the area. Among the cities shown are Tampa, Miami, Jacksonville, Tallahassee, and St. Petersburg.

*Then and Now In Texas.* 43 frames. Texas, the largest state in our country, is located, shown in early Spanish days, traced through the settlements from the United States, and then brought up to date. Special sequences show the growth of cotton farming, the cattle ranches, the oil fields, the citrus fruit industry and the natural gas business. Scenes of cities include Houston, San Antonio, Dallas, and Fort Worth.

The Silver Burdett filmstrips are expensive when compared with other available strips. They sell for \$7.50 each or with a 16-2/3 percent discount when six or more are purchased. They are

worth what they cost. When compared with most filmstrips now on the market, they are worth much more than the asking price. Each is accompanied by a teaching guide. In one of these guides, the producers point out that "The filmstrip, as a teaching tool, has come of age." The "Then and Now in The United States" series has helped to bring about this maturity.

## Filmstrips

British Information Service, 30 Rockefeller Plaza, New York 20.

*Battle Against Erosion.* 34 frames; sale, \$3. Points out the world wide problem of erosion and its importance to all people. Conservation, it says, need not be expensive. When tackled in time the land can be restored to fertility by the use of simple tools and careful, efficient farming methods, which will yield great dividends, especially in countries with a high population density.

*Land of Britain—England.* 31 frames; sale, \$5. The densely populated countryside, both agricultural and industrial, which makes up England, is shown to have many characteristics. There is the West Country with its long association with the sea and adventurers, the rich farmland of the South, the teeming millions around the busy hub that is London, and Northwards the thriving Midlands, where most of Britain's exports are produced.

*Trade Unionism In Britain.* 24 frames; sale, \$3. Stresses the point that Britain's security and economic future now rests on increased production, which can come only through cooperation between management and labor. The strip shows how Britain's unions, with their memberships of more than nine million, operate.

Key Productions, Inc., 18 East 41st St., New York 17.

*Mass Production.* 40 frames; sale, \$3. From toys to trains, mass methods characterize modern industry. The effect upon standards of living and ways of work are shown.

New York Times, Office of Educational Activities, Times Square, New York 18.

*Current Events Filmstrips.* Sold on an annual subscription basis—eight monthly films beginning October 1 and continuing through May 1. The subscription price for all eight films is \$12. Individual issues are available for \$2. each or \$1.50 each in lots of five or more. Films already produced and still available are:

*The Uneasy Borders of Communism*  
*America's Responsibilities—In a World Divided*  
*Pivot of Asia—India and Pakistan*  
*Natural Resources—Key to America's Strength*  
*Two Thirds of Mankind* (the underdeveloped areas)  
*100 Million Americans—The U. S. Census*  
*Our Southern Neighbors* (Latin America)  
*The Shrinking Dollar* (rearmament and inflation) \*  
*How Strong Is Russia?*  
*To Promote Better Life* (the U. N. Specialized Agencies)  
*Near East Puzzle*  
*Germany Divided*

Pat Dowling Pictures, 1056 S. Robertson Blvd., Los Angeles 35, Calif.



*Trees and Forest Conservation Series.* Set of 4 filmstrips; sale, each \$3.; per set \$10.50. Titles are: "How Trees Grow," "Trees—The Oldest and Largest Living Things," "Why Trees Are Important," "Growing Trees For Tomorrow."

Young America Films Inc., 18 East 41st St., New York 17.

*U. S. Regional Geography Series.* Set of 10 filmstrips; color; sale, each \$6; per set \$49.50. Titles are: "The United States: A Regional Overview," "The Gulf Plains," "The Plateau Region," "The Great Lakes Region," "The Great Plains," "The Northeast," "The Atlantic Plain and Piedmont," "The Pacific Coast Region," "The Central Plains."

## Of All Things

Write to the International Association of Machinists, Machinists Building, Washington 1, D.C. for copies of their cartoon booklet on the place of labor unions in modern life. The booklet explains collective bargaining, company unionism, "Comie" unionism, and industrial democracy from labor's point of view. Classroom quantities are available.

The Text-Film Department of the McGraw-Hill Book Co., 330 West 42nd St., New York 36, has been made sole distributor of the March of Times Forum Films. This series of 16-mm. documentary sound motion pictures was begun in October 1944 and has since been in wide and constant demand by high schools and college groups. The complete library of 74 films will be available by direct purchase from McGraw-Hill.

A brochure on "The Listening Skills" suggesting ways of helping children to listen better and make use of auditory images in interpreting what they read, may be had free from Scott, Foresman and Company, 120 East 23rd St., New York 10.

A brochure on the *Fundamentals of Magnetic Recording* is free from Audio Devices, Inc., 444 Madison Ave., New York 22. This is an excellent handbook on choosing a tape recorder and using it for educational purposes.

The American Vision Corporation, Box 864 GPO, New York 1, has just issued a cartoon book especially written for grades 4 to 8, entitled "Man-Made Miracle." Copies of this booklet are available for every member of the class at one cent each.

Seerley Reid and Virginia Wilkins of the Visual Education Service of the Office of Education have recently completed a catalog of 3,434 motion pictures, filmstrips and sets of slides which are available for public use in the United States. The catalog describes each film and gives specific instructions as to how films may be ob-

tained. Copies of the *Catalog of United States Government Films* may be purchased from the Superintendent of Documents, U. S. Government Printing Office, Washington 25, D.C. for 70 cents per copy.

Feature films such as *Ivanhoe*, *Antony and Cleopatra*, *Homer's Odyssey*, and the *Covered Wagon* may be rented from Film Classic Exchange, 1645 North La Brea Ave., Hollywood 25, Cal. These are old silent films, but they make grand assembly programs. Average rental price is \$15 per day.

A series of maps suitable for hectographing costs 60 cents from The Educational Publicity Corp., Darien, Conn. There are 16 maps in the series of master sheets, each map being 7¼ by 10 inches in size.

The United States Beet Sugar Association, Tower Bldg., Washington 5, D.C., has recently announced a brand new free pamphlet of teaching materials especially designed for the social studies program. The packet contains a teachers manual, a set of pupil folders of activities and questions on the beet sugar industry, four large charts in full color, and 12 plates of actual photographs tracing the sugar beet from farm to factory.

The Institute of Life Insurance, Educational Division, 488 Madison Ave., New York 22 will furnish free classroom supplies of their booklet showing a picture story from American history. Called "Frontiers of Freedom," this booklet in comic strip style tells the story of the Pilgrims, the Minute Men, and the frontiersmen.

The Greyhound Information Center, P.O. Box 815, Chicago 90, has reissued its popular wall display entitled "See All The World Here In America." This attractive eight-foot wall chart depicts nine of the world's most famous spots and nine of America's most scenic places. Complete with a 16-page teachers guide. It is free.

A number of new visual aids that would be of interest to teachers of geography, history, and social studies are being made by the Denoyer-Geppert Company, 5235 Ravenswood Avenue, Chicago 40, Illinois. Illustrations of and suggestions for the use of these new maps, charts, and globes appear in the company's new 1952 catalog, which is just off the press. A grade-level correlated program of visual aids is outlined for use from the primary grades through the high schools. The catalog is free upon request.

The McGraw-Hill Book Company, Inc., 330 West 42nd St., New York 36, has recently an-

nounced a textbook edition of John Bartholomew's *Advanced Atlas of Modern Geography*. In 155 pages, each 10 by 14 inches in size, the world is covered by regions rather than by states or countries. In addition to the regional maps, there are ones embodying the latest information on climate, oceanography, ethnography, religion, language, geology, soils, population density, routes of commerce and many others. The cost of the atlas is \$7.

A listing of free pictures, maps, charts, exhibits, and posters is contained in a brochure called *Sources of Free Pictures*. It costs 50 cents from Bruce Miller, Superintendent of Schools, Riverside, Cal.

### B.I.S. Presents Its 1952 Catalog

Films Division of British Information Services has announced the arrival from London of its new 1952 illustrated catalog of *Films From Britain*, containing nearly 300 16-mm. sound films available from B.I.S. New York, as well as all regional B.I.S. offices, depositories and dealers who handle B.I.S. subjects.

This year, in addition to a descriptive listing of all General and Specialized films, there appears for the first time, a special section entitled *The Motion Picture—The Art and Its Artists* (Experimental and Classical Documentaries, including Academy Award Winners). This is in response to the many Film Societies and courses in Colleges and Universities which have cropped up recently in the United States.

This latter listing includes such important musts for students and film enthusiasts as Crieson and Wright's *Song of Ceylon*, Rotha's *The World Is Rich*, Cavalcanti's *Film and Reality*, the Capra-Reed-Eisenhower *True Glory*, and *Silent Village*, *Diary For Timothy* and *Family Portrait*, the last three being the work of Humphrey Jennings. All are representative of the type of picture-making which has raised the cinema to the status of a true art form.

The catalogue is available free by writing to B.I.S., 30 Rockefeller Plaza, New York 20, N.Y., or to any regional B.I.S. office.

### New Maps

To meet the needs and demands of teachers for improved political maps, the Denoyer-Gepfert Company, 5235 Ravenswood Ave., Chicago 40, Ill., has developed two new political maps of the United States, one detailed, the other simplified. The entire land area is shown in one color—a soft yellow. Boundaries of states and adjoining

provinces are in deep purple. Water is in blue. The maps are similar in all respects except that the simplified map has less detail and more prominent state and city names. The latter map is especially designed for introductory study.

Misuse of old style varicolored political maps often had a crippling effect on the child's map reading skills. A child relying on color to identify a state is at a loss when confronted by a map colored in a different manner from that to which he is accustomed. If states are recognized by their shapes, relative position, and size, this problem completely disappears.

The general appearance of the maps is greatly improved by the use of yellow background for the land areas. An impression of variation is avoided where no differences exist. Visibility of the carefully selected place names is increased.

Albers' projection is used, and the scale is 50 miles to the inch. The size of the map is 64 by 44 inches.

### Helpful Articles

Allen, William. "Research Verifies the Value of Audio-Visual Materials." *NEA Journal* 41: 49; January 1952. Summarizes the conclusions revealed by available research studies.

Anderson, Ronald L. "A New Audio-Aid to Education." *Audio-Visual Guide* 18: 7-10; January 1952. A description of Minnesota's "Tapes for Teaching" program.

Dale, Edgar. "Rich Experience As Learning Material." *The News Letter* 17: 1-4; November 1951. How the rich experiences of today may become the fruitful generalization of tomorrow if approached with a purpose.

Farrell, James V. and Wailes, James R. "Multi-Sensory Approach to Science In the Elementary School." *The Elementary School Journal* 52: 271-276; February 1952. The suggestions for concrete teaching given here may stimulate ideas for the social studies class.

Goodman, Marie C. "Recent Maps of Interest to Teachers of Geography." *The Journal of Geography* 51: 13-20; January 1952. Gives important data concerning the nature and sources of many maps.

Hyer, Anna. "Shaping Our Future." *Educational Screen* 31: 18, 31; January 1952. Without proper consideration for the use of audio-visual and other learning materials, new school plants will be obsolete for learning purposes the day they are completed.

Kramer, Fritz. "Map Mounting Procedure." *Journal of Geography* 51: 21-23; January 1952. Gives step-by-step procedure for backing paper maps with muslin.

Ladd, Elsie Sager. "Teaching Reading With Filmstrips." *The Grade Teacher* 69: 29, 83; February 1952. Describes an experience which will prove helpful to other elementary school teachers.

Miller, Edith F. "Dramatization and the Language Arts Program." *Elementary English* 29: 14-18; January 1952. Here are some suggestions which may well be adapted to elementary school social studies.

Todd, Jessie. "Posters." *American Childhood* 37: 10-11, 63; February 1952. Some suggestions on the preparation of posters for bulletin board use.

# Book Reviews

THE RISE OF MODERN AMERICA, 1865-1951. By Arthur Meier Schlesinger. New York: The Macmillan Company, 1951. 550 p. \$5.25.

This college text is a fourth edition of *Political and Social Growth of the American People, 1865-1940*; the two former editions covered the periods, 1852-1933 and 1829-1925. It is a veritable Gibraltar of sound scholarship that withstands the propagandists of the right and left who would trim the cloth of history to their own perverted pattern. According to Professor Schlesinger, the Reconstruction period was not an era during which idealistic Radicals fought against despicable Southerners to promote the cause of the noble freedmen. But when KKKism of the 1870's degenerated to the habit-forming Jim Crowism of the 1880's and thereafter, "Political life tended more and more to fall into the hands of demagogues. . . . Unwittingly the white man took on a slavery of his own." The robber barons were robber barons, even though "the best of these men were inspired by the conviction that they were building a better and greater America." Franklin D. Roosevelt was not a crafty phony who assumed the mantle of the seer and prophet, Herbert Hoover. And Chiang Kai-shek's Kuomintang regime fell not because our State Department so willed but because Chiang failed "to carry through agrarian reforms and other welfare projects for the impoverished masses combined with administrative incompetence, repressive methods and widespread graft. . . ." As for the Korean crisis, with which the last chapter of the book is concerned, that event was precipitated by a nationalist Red China sparkplugged by Russian imperialism.

Three full chapters, covering the period 1865-1920, deal with our democratic impulses and values in the sphere of social and cultural history. About fifteen pages, a section of the chapter entitled "Life Between Wars," are devoted to cultural and social aspects of a more recent period. There would have been a better proportion if the earlier chapters had been telescoped and the cultural and social history following World War I had been expanded. At a time when American citizens are perplexed by a good deal of soul-searching and are confronted with a barrage of criticism of our values from abroad, it would have been helpful to include a fuller

treatment of current democratic values, even though the surface scene presents, occasionally, pictures to the contrary.

Those readers who are familiar with Professor Schlesinger's incisive thought, lucid style, humorous commentary, and with his touches of biographical and anecdotal detail, will be pleased to learn that condensation has not hurt any of these merits. Furthermore, over fifty good illustrations and thirty fairly good maps break and illuminate the solid text material.

College students who read without difficulty and who have retained some knowledge of their high school American history will find this text an extremely profitable one. Other college students—a minority, to be sure, but not a negligible one—will have to chin up to master it. All students will find useful the carefully selected and up-to-date bibliography of over six hundred references in the appendix and the references arranged topically at the end of each of the twenty-three chapters. Instructors of American history in the high schools can use this volume as a reference book, and college instructors can use it as a text, for it combines in a single volume much that the author has thought and said in a life of learning, teaching, and conscientious writing.

SAMUEL STEINBERG

Stuyvestant High School  
New York City

SOME MODERN HISTORIANS OF BRITAIN. ESSAYS IN HONOR OF R. L. SCHUYLER. By some of his former students. New York: The Dryden Press, 1951. xiv + 384 p. \$5.00.

This is a collection of commemorative essays of which the recipient, Professor R. L. Schuyler, and the donors, all his former students, may be proud. Dr. Schuyler is President of the American Historical Association and teaches at Columbia University. Too frequently such a volume has a very limited appeal, rarely being useful or interesting to non-specialists. These essays should be appealing to a wide group, particularly to teachers and intelligent laymen.

In spite of the fact that twenty-two historians are dealt with individually, the book has a unity which greatly enhances its value. From many points of view these essays are very enjoyable and useful. Without serious exception they are



written in an easy style. Taken as a whole the volume shows interestingly the shifts in the philosophy of history, and the emergence and demise of "scientific" history. The historians included show a great variety of interests: biography, military, social, political, economic, constitutional, intellectual, imperial, American, and church history. Many, though not all, of the great nineteenth and early twentieth century historians of Britain are included: Lingard, Hallam, Carlyle, Froude, Maine, Smith, Gardiner, Stephen, Lecky, Morley, Trevelyan, Adams, Firth, Andrews, Halévy, Holdsworth, Beer, Newton, Churchill, Tawney, Namier, and Power. While most of these are English, three are Americans, one a Frenchman, only one, Eileen Power, is a woman. The omission of other important names is explained thusly by the editors, "Macaulay, Green, and Maitland were excluded because Professor Schuyler's own essays on these will soon be published in book form." The reason for the other omissions is that "none of the contributors to the present volume made the 'missing' historian his or her first choice" when the volume was prepared. Although each essayist is primarily interested in the ideas of his subject historian, the reader will glean much of biographical and histographical interest. If nothing else, and there is a great deal more in this fine volume, the essays show how much the historian is a child of his age. Try as he may he cannot successfully throw off all of the ideas which are distinctive to his time.

This book deserves a place alongside G. P. Gooch's *History and Historians in the Nineteenth Century*, and J. W. Thompson's and B. J. Holm's *A History of Historical Writing*. The Dryden Press is to be complimented on its part in producing such a handsome example of the book-makers craft.

FRANCIS N. ESTEY

University of Rochester  
Rochester, New York

THE TRANSPORTATION REVOLUTION, 1815-1860. By George Rogers Taylor. New York: Rinehart and Company, Inc., 1951. xvii + 454 p.

The *Transportation Revolution* is volume four of the authoritative nine-volume *Economic History of the United States*. The book is written primarily with a view to its serviceability as a supplement to the economic data now available in college texts. At the same time the book can be of great interest and usefulness to the lay



## Do you have these maps?

### SIMPLIFIED UNITED STATES—\$1.95

This is another useful item in the simplified series planned for introductory study and designed to develop map-reading skills. As the *Simplified World Map* (\$9.95), this United States map uses the internationally recognized color system in a simplified way. The pictorial legend explains the colors and illustrates various geographic features. Edited by Charles C. Colby, the map is 64 by 56 inches and was drawn on a scale of 50 miles to the inch. Albers' projection is used.

### PHYSICAL-POLITICAL UNITED STATES—\$1.95

Similar to the *Simplified United States Map*, but with more detail in names and coloring, this map is essential for more comprehensive study. The size is 64 by 44 inches.

For more details on these maps and on other teaching tools in a grade-level correlation, send for *Catalog 52*, just off the press.

## DENOYER-GEPPERT COMPANY

scientific school map makers

5235 RAVENSWOOD AVENUE, CHICAGO 40, ILL.

# Simply Written Easily Understood APPLIED ECONOMICS

Fourth Edition  
By J. H. Dodd

*Add Zip and  
Interest to your  
Economics Course*

Fifteen years ago Dr. J. H. Dodd listened to the criticisms that caused economics to become so unpopular that it almost disappeared from the high school curriculum. The complaints were that economics, as taught, was too technical.

Dr. Dodd, a former high school teacher, therefore wrote a book that was packed full of fundamental economic principles, interestingly written, nontechnically presented, and attractively illustrated. The new fourth edition takes another step forward. The vital subject of economics is presented in a vivid manner that will appeal to students and administrators who want to understand the American philosophy of economics and the system under which we live. If every student could study this book, we would have a better economic society in this generation.

## SOUTH-WESTERN PUBLISHING CO.

(Specialists in Business and Economic Education)

Cincinnati 2

New Rochelle, N.Y.

Chicago 5

San Francisco 3

Dallas 1

reader who desires a moving picture of the exciting period from 1815 to 1860 which witnessed changes of revolutionary magnitude.

With a careful selection and scholarly presentation of materials Professor Taylor is able to show how the colonial economy of 1815 emerged as the national economy on the eve of the Civil War. Since it is the author's thesis that transportation developments were so revolutionary and were so fundamental to the economic growth of the United States they rightfully occupy the central position in his book. The book unfolds a vivid narrative of the building of roads, bridges, canals, etc., and the changes which they brought with them. Following the War of 1812 the greatest need was for avenues and facilities of transportation to markets for the farmers who now had a surplus of agricultural products. This need was soon to be followed by demands for a reduction in high freight rates, establishment of public conveyances for passengers, etc. And from these demands was born the public question of internal improvements. All facets of the transportation revolution are discussed with imagination—the canal era which saw a nation-wide craze with the

building and success of the Erie, the application of steam power to the propulsion of both water craft and land vehicles, and the railroads which finally broke the bonds which fettered the agrarian, merchant-capitalist economy of the early nineteenth century. Despite barriers thrown up by advocates of canals and improved highways, timid individuals and conservative elements, the railroads were built and met the urgent needs of agriculture and industry. The role played by private enterprise, federal, state and local governments in financing the various means of transportation and communication is noted, with particular attention given to the irresponsible groups as well as legitimate promoters behind the building of the railroads.

Throughout the book, which contains such chapters as those dealing with the merchant marine, foreign and domestic trade (including a clear analysis of the balance of international indebtedness), the emergence of the wage earner, etc., Professor Taylor keeps before the reader the tremendous impact the new agencies of transportation had on commerce and industry.

An excellent bibliography of primary and

## GEOGRAPHY OF MANY LANDS GEOGRAPHY OF AMERICAN PEOPLES GEOGRAPHY OF WORLD PEOPLES

**Interesting?** Yes. Your pupils will like these attractive books, with their colorful pictures and maps. They will find real interest and satisfaction in the study of geography.

**Readable?** Yes. Simplicity of vocabulary and style make for easy reading. Gradual introduction and step-by-step development of concepts promote growth of understandings and skills.

**Effective?** Yes. The textbooks will not teach themselves, but they will help to make your teaching of geography both interesting and effective. They will enable you to achieve the results you have a right to expect.

The McConnell Geographies give you all three: study interest, readability, and teaching effectiveness. Your Rand McNally representative would like to show you these 1952 Geographies and tell you more about them.

### RAND MCNALLY & COMPANY

New York

CHICAGO

San Francisco

secondary sources rounds out a fine contribution to the understanding and appreciation of the growth of the American economy.

LORRAINE COLVILLE

Adelphi College  
Garden City, N.Y.

**HANDBOOK FOR SOCIAL STUDIES TEACHING.** By the Association of Social Studies Teachers of the City of New York, New York: Republic Book Company 1951. VII + 240 pp. \$4.50.

*A Handbook for Social Studies Teaching* is an especially effective social studies teaching tool of such scope that properly appraising it in a single review is very difficult. Without a doubt, it is one of the best handbooks published in recent years. It is a "must" for the beginning teacher and for the experienced teacher of social studies. Its emphasis, as shown by its detail, is on practical applications. This emphasis is also evidenced by the lack of long-winded theorizing in Chapter I ("Ideals and Purposes"). The synthesis of the book is excellent.

The chapter on "Planning Our Work"—with its sound ideas and suggestions—is so practical and specific that it easily becomes a yardstick of measurement both for weak and alert teachers. The sample lesson plans are workable guides

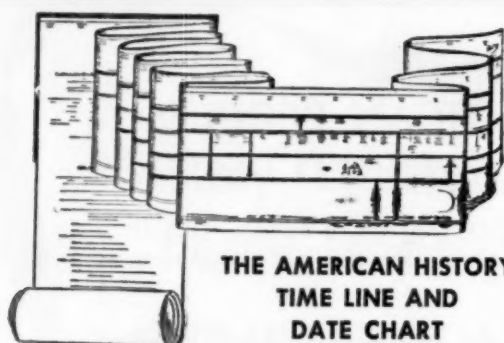
for pointing up what a good lesson should include. The authors designate weaknesses, pitfalls, strengths, and areas of doubt, and insist that there is no "the way" in the search for a procedure or method which will insure superior teaching.

The information and suggestions found in the chapters on "The Unit of Organization" and "The Core Curriculum" are of much value in aiding teachers to change from the traditional teaching patterns. The suggestions are admittedly for large school systems with excellent libraries, located in rich resource areas. With proper allowances, however, teachers in small schools could make much use of this material.

For those teachers to whom discipline is a problem, the chapter on "The Teacher and the Class in Action" offers useful help. The authors do not present vague abstractions but concrete examples for action. They point out that what will work for one teacher may not work for another.

"The Slow Learner," another chapter, is one of the most effective treatments of this problem that this reviewer has seen. The problem is painstakingly analyzed; causes and effects are spelled out. Methods of using audio-visual materials are presented. Outstanding in this respect is the diagram captioned "How a Bill Becomes a Law."





All American History on a single graphic chart! All important political, international, military, economic, cultural, social, industrial, and scientific events in our history from 1485 to 1951. Price \$2.40 net

#### THE IROQUOIS TIME LINE AND DATE CHART FOR ALL HISTORY

Covers 4500 B.C. to the present. A single chart equips an entire classroom. Price \$2.50 net

#### OUR OWN UNITED STATES

The better high school textbook that really puts American History across to the students.

All of the above by John Van Duyn Southworth

#### IROQUOIS PUBLISHING COMPANY, INC.

HOME OFFICE: SYRACUSE, NEW YORK  
New York Chicago Atlanta Dallas

This Handbook is understandable, objective, and the result of enthusiastic cooperation. With a wealth of social studies ideas, suggestions, and materials, it actually is equivalent to a well-conducted course in Directed Teaching. It comes as close as a single book can to being a "Self-Teacher of Social Studies."

I recommend *A Handbook for Social Studies Teaching* for teachers of social studies particularly, and for forward-looking teachers generally.

E. J. DEAN

Savannah State College  
Savannah, Georgia

CONSUMER LIVING. By Fred T. Wilhelms. New York: The Gregg Publishing Co., 1951. x + 598 p. \$3.20.

A recent article in *The New York Times* is headed "Economic Studies Shown Neglected," and has a sub-heading "Brookings Institution Survey Finds Pupils Uninterested, Text Books Too Abstract." Efforts to remedy this situation are being made by trade associations, industrial companies, economists, educational groups, publishers such as Applied Economics, Incorporated,

and notably, the Joint Council for Economic Education.

*Consumer Living* was written for the consumer education study of the National Association of Secondary School Principals by Professor Wilhelms of San Francisco State College. It is based on a demand for a textbook treatment of some dozen teaching units previously prepared for the Association by various people. This book is a product of six years of work by Consumer Education Study under the able direction of Thomas H. Briggs.

Professor Wilhelms' own words from the beginning of the preface state his theme, "Consumer living interprets consuming broadly—as the whole art of using one's resources of time, energy, and money to get the most out of life." This theme is introduced to the students in an engaging section in which a family with a home which is "a sunny center of all their living" is contrasted with "the fretful, worried family across the hedge."

This informal, friendly style is maintained throughout by the author, and painstaking care by numerous cooperating teachers has kept the language simple. The book is rich in lively pictures, charts, cartoons, copies of advertisements, and sketches. In addition to these attractions, the sections of the book are centered about functional units based on problems close to the lives of the students. Within these units much variety is given by the use of short sections interestingly captioned and designed to carry the reader along effortlessly.

Application is provided through constant suggestions labeled "For You To Do" or "For You To Discuss," and concluding paragraphs that summarize the parts. The range is from individual consumer buying through their social implications, on to governmental provisions, and culminates in a section entitled "Economic Citizenship."

Although essentially the book is on the art of living, the graces are not excluded, as they are in too many economic texts. One picture shows a family enjoying a dinner at a restaurant. The caption reads: "Going out for dinner is fun. Remember to include this in your budget."

One deficiency I find in the work is that it is only the first step. It provides the introduction to consumer economics. We badly need another set of units which will give students additional depth in understanding the more complex factors affecting consumers, such as prices, taxes, and money values. Surely this type of economics

... is an able answer to the charge that pupils are "uninterested because textbooks are too abstract."

**ALICE MCNIFF**

New York University

**EUROPE AND THE MODERN WORLD. Vol. One: THE RISE OF MODERN EUROPE, 1500-1830.** By Louis Gottschalk and Donald Lach. Chicago: Scott, Foresman & Company, 1951. Pp. xiv, 952. \$5.00.

This is a distinguished contribution to the texts in the field of Modern European History. Yet it is more than this. The authors, professors at the University of Chicago, have, as the title of their work already suggests, rejected the traditional approach of concentrating upon events in Europe "to the neglect of their world setting and of their impact upon non-European peoples" (iv). Six of the eighteen chapters of this book are devoted to the discussion of the world beyond Europe, of "the new Europe across the Atlantic," of the projection of Europe into the Far East, its influence upon it, and vice versa. The authors have given meaning and context to phrases such as "Atlantic community," "transatlantic influences," and "expansion of Europe."

The "central thesis" of their book is that man since beginning of Modern Times has become increasingly aware of the interdependence of the world. Few will question today the interrelations of states and civilizations and the existence of a trend at least toward "One World," toward possible world unity. The history of Europe, closely linked with that of the Americas and Asia, must, the authors hold, be broadened so as to throw full light upon these links. They have less difficulty in reconciling their account of the development of Europe with the need of showing the impact of European expansion upon other parts of the world, since, first, this impact is not one-sided, and, second, because their concept of Europe transcends geographical boundaries. Europe, in their opinion, is a "rich cultural concept," and they present the story of modern European heritage and trace "its ramifications wherever they lead."

In conformity with this cultural conception, cultural history is emphasized throughout the work, though there is a good balance between political, social, and cultural history, between internal affairs and external relations. Due to the stress given to America and Asia and also to the cultural history of Europe, traditional politi-

## Now Young People Can Hear Columbus Speak ... Listen to the '49ers' Cries of "Gold!"

...and experience the authentic sounds, music and action of other great events from our nation's past, as these episodes come vibrantly alive on Enrichment Records. These brand new, educationally-sound recordings are based on the popular LANDMARK Books, whose presentation of stirring episodes in American history has won the enthusiastic endorsement of leading educators. Expertly dramatized by a full cast of professional Broadway and radio actors (not just narrated!), these Enrichment Records give each listener a greater appreciation of our heritage as he hears the sonorous voice of Columbus proclaiming America for the King and Queen of Spain... as he suffers with the Pilgrims through the hardships of their first winter. Young people will ride side by side through mountain passes with the Pony Express riders... feel the gripping urge of gold fever as they hear the cry "On to California."

These Enrichment Records have been tested with groups of teen-agers and younger people to assure not only a high degree of interest level, but also an understanding of the scope of the event. A distinguished board of educational advisors assures you of the educational value of the recordings.

Each of the first four titles in the series is available as a set of two nonbreakable 10" records (78 rpm), or combined with another title as indicated below on one unbreakable 10" long-playing record. Prices listed include a study guide for each title. Playing time per title: 15 minutes.

Use the coupon below to send for your Enrichment Records from the first limited pressings. The records will be sent for 10 days approval, to assure your complete satisfaction.

Martha Huddleston, Director, Enrichment Records, 246 5th Ave., N. Y. 1, N. Y.

SE

Please send the Enrichment Records checked below for 10 days approval:

- |  |   |
|--|---|
| <input type="checkbox"/> Voyages of Christopher Columbus (78 rpm) \$2.80 | <input type="checkbox"/> Riding the Pony Express (78 rpm) \$2.80        |
| <input type="checkbox"/> Landing of the Pilgrims (78 rpm) \$2.80         | <input type="checkbox"/> Columbus and Pilgrims (33 1/3 rpm) \$3.33      |
| <input type="checkbox"/> California Gold Rush (78 rpm) \$2.80            | <input type="checkbox"/> Gold Rush and Pony Express (33 1/3 rpm) \$3.33 |

Name.....

School or Library..... Street.....

City..... Zone..... State.....

# These are basic skills for your *Life Adjustment Program*

- ☆ How to Cooperate with Civic Authorities
- ☆ How to Analyze Issues
- ☆ How to Be Active in Community Betterment
- ☆ How to Protect Your Rights as a Citizen
- ☆ How to Be Active in Community Politics
- ☆ How to Be a Worker in Your Political Party
- ☆ How to Listen to Political Speeches
- ☆ How to Read Political News
- ☆ How to Study Platforms
- ☆ How to Understand Constitutionality
- ☆ How to Select a Candidate
- ☆ How to Choose Your Political Party
- ☆ How to Register and Vote
- ☆ How to Write to Your Congressman
- ☆ How to Vote Taxes
- ☆ How to Serve on a Jury
- ☆ How to Judge Good Local Government
- ☆ How to Understand Social-Political Terminology
- ☆ How to Be an International Citizen
- ☆ How to Be a Responsible Citizen

## *They are unit titles of* **WE, THE CITIZENS**

### *Senior Problems in Civic Responsibilities*

By JULIAN C. ALDRICH and MARLOW A. MARKERT

Use WE, THE CITIZENS in the 11th or 12th grade to give students a *direct* understanding of their civic responsibilities, and *direct* experiences in civic participation. Adopt this book for Life Adjustment education!

WE, THE CITIZENS, the most notable advance in senior-high-school social-studies texts in a decade, has a more practical and specific approach to the problem of citizenship than you will find in any other text.

WE, THE CITIZENS offers a *program of*

*action* by which the understanding youth may become the active citizen. It emphasizes action with adults in the improvement of the local community.

Plan now to order classroom quantities of this practical, objective, "how to do it" text on political and civic responsibilities. It will bring new life, new meaning to Problems of Democracy and other courses. Order your copy of WE, THE CITIZENS today for 30-day free examination.

**30-day approval—List price \$2.75. Single copies 20% discount; 4 to 29 copies, 30% discount; 30 or more copies, 40% discount.**

## INOR PUBLISHING CO.

207 Fourth Ave.  
New York 3



## Three Outstanding Social Studies Texts

### DEMOCRACY IN AMERICA

New Fifth Edition

MUTHARD, HASTINGS, GOSNELL

This 9th grade text teaches citizenship in the larger sense. Not only does it explain the functioning of national, state, and local governments, but it also discusses the many-sided activities and problems of social and economic life in a democracy. The responsibilities and obligations of citizenship are stressed as well as the advantages and privileges. A WORKBOOK by *Wesner* reinforces the text with 160 pages of related activities and questions.

### THIS OUR NATION

1950 Edition

BINING, MARTIN, WOLF

United States history, on the high school level, that tells the story of the rise of American civilization in its world setting and shows the relationship of our history with that of the rest of the world. Written with a basic vocabulary of about 10th year, it is easy to read and understand. Organized on a chronological-topical plan, it is easy to teach and administer. Unusually varied and extensive teaching devices in the book make the use of workbooks unnecessary.

### THIS OUR WORLD

Revised Edition

BINING, HOWLAND, SHRYOCK

Here is a true *world* history. No civilization or culture is overemphasized; America and the smaller countries have their places and proper relationships. It does not confine itself to the political and military aspects of history; proper emphasis is given to social, economic, religious, and cultural aspects as well. Organized with topical chapters within chronological units, it is easy to understand and teach. Written clearly and simply, it is easy to read.

## D. VAN NOSTRAND COMPANY, INC.

250 Fourth Avenue

New York 3

cal and military history is dealt with more cursorily. Only two pages cover the War of Austrian Succession and about three pages the Seven Years' War, though a good deal of information is given on them. This reviewer, however, takes no issue with the organization of the work which, on the whole, is admirable. The authors have seemingly been drawn to emphasizing more the dynamics of history than static situations. The literature of protest, of satire and criticism is, with justification, given relatively much space as are also, for instance, the reforms of enlightened absolutism. The captions of the following chapters reveal also the authors' greater emphasis on elements providing for change: "Innovation and ferment"; "Reform, reaction, and disunion"; "Growth of the revolutionary spirit"; "Revolutions and counterrevolutions"; "Legitimacy versus the revolutionary faith"; "From divine right to human rights," etc.

Corresponding to the world perspective, the American War of Independence and the French Revolution are considered as phases of "the first world revolution." The history of Europe is told with the eye fastened on the globe. It is also told

bearing in mind that in spite of all ethnic, cultural, and historic differences European peoples have a common background. The authors recount therefore the history of Europe as a whole, not on a nation-by-nation basis, stressing rather the common features of European development. Some of the introductions to the various parts, as well as the summaries, show deep insight and are brilliantly written. This very readable text is provided with an up-to-date bibliography, and also with many fine maps and excellent illustrations, all well integrated with the text.

This reviewer is fully sympathetic with the attempt of the authors to broaden the traditional survey courses of European history of Western Civilization and let the beginning student follow the march of European civilization across the seas. The authors have succeeded in writing a textbook which will help to give the student a sound grasp of the major lines of European development and at the same time the world-view which is so urgently needed in our day.

ALFRED D. LOW

Marietta College  
Marietta, Ohio

**YOUR GOVERNMENT.** By George O. Comfort, Royce H. Knapp, and Charles W. Shull. New York: Harper & Brothers 1951. xii + 497 pp.

The section on "Government" in Part III (Senior High School) of the *Bibliography of Text-books in the Social Studies* by Alice W. Spieseke (Bulletin No. 23 of the NCSS, September 1949) is relatively brief. Seven titles are listed. "Problems of Democracy," by contrast, lists fifteen texts. Now it is possible to add at least one more title to the "Government" list.

In a brief foreword, "Ideas for the Teacher," the authors state that they "have no 'set' approach which they believe to be best." An examination of the table of contents bears this out. The six units listed offer a combination of the "structural" and "functional" patterns of teaching government. The first three units ("Foundations of American Democracy," "The Federal Government," "State and Local Government") include the accepted, conventional topics of the Constitution, organization and work of Congress, the presidency, the federal courts, and a general survey of state and local structures of government. The remaining three units are entitled: "The Role of the Citizen," "Government in Action," "The United States in the World," which are here described as "functional."

It is to these latter units each comprising four or five chapters, that the examining teacher will turn first to determine the character and flavor of the text. If he is looking for "realism," "hard-headed politics," "government-as-it-is-lived," he will not be disappointed. Chapter 17, Unit IV, for example, "Political Parties," deals with the historical development of parties in the United States, the nature of the two party system, and a description of party organization. The point of view comes close to Kermit Eby's advice: "Don't tell your students to become presidents; tell them to become precinct captains." Likewise Chapter 18, "Political Parties in Action," is forthright and illuminating in dealing with the process of electing a president, and would be very "teachable" in 1952. In all, this unit and the next deal with the citizen as voter, taxpayer, and worker.

The book is especially commendable for its Unit Six, "The United States in the World." This presents not only a description of the government of territories (continental and overseas) but also a discussion of how foreign policy is conducted. Recent and current problems in foreign relations, including the UN, are included.

The appendix contains the text of the Declaration of Independence, the Constitution, and a

list of the Presidents. There is a reasonably satisfactory index of seven pages.

The text, however, is not without its faults. The treatment of the Hoover Commission on Organization of the Executive Branch (pp. 133-134) is too general to have meaning for high school students. "It (the Hoover Commission) has submitted an excellent and complete report. Several of its recommendations have been approved by Congress, which has passed the necessary laws to put them into effect. . . ." Would it not have been more meaningful to cite an example or two, such as the two-cent postal card, or the performance budget?

The description of the Cabinet (p. 131 and 135, chart) uses the term "National Military Establishment" instead of the more usual "Department of Defense," with the latter term not appearing at all. In discussing voter registration (pp. 272-273) the text states that there are two types of registration while, in fact, three are discussed: annual, permanent, and semi-permanent.

The majority of the twenty-one maps, charts, and diagrams are useful, but the one on political parties is fragmentary. In stopping at 1860 it thereby omits many third parties, including the Populist, which, by the way, is not in the index.

But these are not major faults in a good book, which this is. For teaching aids each chapter is followed by a list of "How Well Have You Studied?" questions, a list of terms ("Are You Familiar With These Words and Phrases?"), and a series of discussion queries, "What Is Your Opinion?"

Given the time—and there's the rub—to teach this course a teacher should, with this text, be able to satisfy many, though probably not all, of the groups demanding "more teaching about government."

HAROLD M. LONG

Glens Falls (N.Y.) High School

### Publications Received

The Association for Social Studies Teachers of the City of New York. *Handbook For Social Studies Teaching*. New York: Republic Book Company, 1951. vii + 240 p. \$4.50.

Kraus, Henry. *In The City Was A Garden*. New York: Renaissance Press, 1951. xii + 255 p. \$3.00.

Loewy, Herta. *The Retarded Child*. New York: Philosophical Library, 1951. 160 p. \$3.75.

Norman, Albert. *Our German Policy*. New York: Vantage Press, Inc., 1951. 85 p. \$2.50.

Townsend, William Cameron, Lazaro Cardenas: *Mexican Democrat*. Michigan: George Wahr Publishing Company, 1952. xiv + 379 p. \$4.00.